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AUTHOR Sawicki, Donna
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ABSTRACT

The report describes Project LEARN, an educational program to identify the learning disabled (LD) youths who become involved with juvenile court and to facilitate their reentry into the educational system. Chapter 1, on the project's theoretical, legal, and agency foundations reviews the LD/JD (juvenile delinquency) link as it relates to program development, cites legal responsibilities for educating the LD child, and discusses the flow of services between the juvenile court and Project LEARN. Referral, assessment, interdisciplinary staffing, and individual education programs are among the topics considered in chapter 2. The academic and vocational curriculum of the educational program are described in a third chapter. Chapter 4, on treatment, addresses such aspects as family therapy, family communication workshops, and adolescent counseling groups. A final chapter reviews project organization, management, research and evaluation. Nearly one-half the document is composed of 18 appendixes, including sample final educational reports and sample project forms. (CL)

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A DIAGNOSTIC & LEARNING CENTER FOR THE LEARNING DISABLED ADOLESCENT

Replication Manual

EC120133

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Authors

DONNA SAWICKI ..... Project Director

BEATRIX SCHAEFFER ..... Research Assistant

MARIE DARGAN ..... Treatment Coordinator

JUDE HAYS ..... Psychometrist

NEAL NATHANSON ..... Teacher

DENNIS WISSLER ..... Teacher

TOM ANSELM ..... Vocational Specialist

SUE ASHWELL ..... Social Worker

LEE ONKELES ..... Social Worker

SUE ISRAELSON ..... Executive Secretary

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CHAPTER 1: THEORETICAL, LEGAL, AND AGENCY FOUNDATIONS OF PROJECT L.E.A.R.N.

Introduction

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Introduction

Established as a component of the St. Louis County Juvenile Court, Project L.E.A.R.N. provides diagnostic, educational, and treatment services to the learning disabled (LD) delinquent adolescent who has been separated from the educational system. Project L.E.A.R.N. has two major goals: the first is to identify the LD youngster who becomes involved with the juvenile court; the second is to facilitate his or her re-entry and reinvolvement in the educational system.

Funding for Project L.E.A.R.N. is provided by the Bureau of Education for the Handicapped via a discretionary grant award in 1977. This division of HEW allocates monies for the development and refinement of model programs for the LD child as well as for children having other handicapping conditions. St. Louis County has the distinction of having the only juvenile court facility to have been funded under the model programs act. The unique aspect of this model is the marriage of the educational and juvenile justice system toward the establishment of a partnership that is directed toward the mutual goal of providing for the welfare of children placed within their care.

The following pages will describe the theoretical and legal foundations that form the basis of the varied components of this program, and will detail the procedures and operations of Project L.E.A.R.N. in a manner that permits reproduction of the model or components of it. This manual is intended for use by both educational and juvenile justice professionals who would want to implement a similar program of services for delinquent or pre-delinquent adolescents

The LD/JD Link As It Relates To Program Development

A position that has gained broad acceptance by professionals in the juvenile justice system is that juvenile delinquency (JD) has its roots in academic failure. Children who become involved in the juvenile justice system typically have a history of inadequate school performance. In the past, motivational variables, emotional problems, behavior disturbances, and family discord have been identified as primary factors

in these children's failure to achieve. However, within recent years, attention has been focused on the relationship between learning disabilities and delinquency.

Two basic rationales emerge in support of this LD/JD link, the first being the "School Failure Rationale" and the second being the "Susceptibility Rationale." The "School Failure Rationale" is based upon the labeling process whereby a student who is a problem is labeled as such. The concurrent result is a negative self-image on the part of the child which is reinforced by the adults around him, as well as by his peers. Being grouped together with other "problem children," the LD child is encouraged to be socialized by those most likely to drop out or to become delinquent.

The "Susceptibility Rationale" states that a variety of socially troublesome personality characteristics accompany certain types and combinations of LD. General impulsiveness, an apparent poor ability to learn from experience, and a poor reception of social cues are among the most common of these characteristics. The "Susceptibility Rationale" in linking LD to JD suggests a causal chain for this certain type of LD child that starts out with a strike against him when exposed to delinquent behavior. Having these above referred to personality characteristics, they are not as receptive to the usual social sanctions and rewards and, therefore, develop an increased susceptibility for committing delinquent acts.

Research studies have documented an alarming correlation between LD and JD, reporting an incidence rate of anywhere from 32 percent to 90 percent (Broder 1978, Compton, 1973). While a great deal of money and effort has been expended in areas of research and fact-finding concerning the needs of the LD delinquent, programs that would equip the learning disabled delinquent with the necessary skills to succeed in our complex society are simply not operative. A large part of rehabilitation has been geared to providing educational opportunities for the delinquent child. It is not that educational needs have been overlooked by those who design treatment programs; however, rehabilitation efforts have not been tailored to meet the special needs of the learning disabled youngster who is unable to take advantage of traditional academic programs.

Community schools often do not have programs for the LD adolescent. Even when educational facilities are designed for the LD youngster, community settings are not equipped to include the delinquent youth. He or she has successfully managed to mask very basic learning problems with behavioral disturbances. Refusal to cooperate, management problems, and chronic truancy are tactics that keep the child from taking advantage of educational opportunities that do exist. Frequently, these children are not detected by the schools as learning disabled, and, if they have been diagnosed, exclude themselves from the available educational programs. Often, the secondary emotional and behavioral disturbances created by the LD problem are what draw the attention, and intervention is focused at this level.

Recent findings have indicated that the LD child does not necessarily engage in more delinquent activities than a non-LD child but is more likely to be adjudicated as a delinquent and to become enmeshed in the juvenile court system (Broder, 1978). One explanation for this finding is that the troublesome behaviors of these youth, while not necessarily criminal, disrupt family and school life to the extent that the juvenile court becomes involved, more often than not in the nature of status offenses.

Because the court system focuses on the delinquent behavior, problems which may be secondary to a basic learning problem are viewed as primary. Dr. Sam Bernstein (1976), in a paper on "Learning Disabilities and Their Implications in the Juvenile Justice System," points out that juvenile courts largely overlook learning problems as a focus for treatment.

> "Once inside the juvenile justice system, this child unfortunately receives basically the same treatment he received when he attended school. His disability continues to go undetected as the court and its workers focus on his acting out behaviors in their attempts to help him. Court workers are handicapped by their lack of training and experience in diagnosing learning problems."

By the time this child has become involved with the juvenile court, he or she has been labeled by the parents as unmanageable, the school as unteachable, and the court as incorrigible. The youngster has incorporated into his self-image elements of all three of these labels

and views himself or herself as an individual who is a failure in most areas of his life. Delinquent behavior is frequently one of the few means of gratification available to this child.

Because of the serious behavioral problems that these adolescents display, and because the parents, school, and community are no longer able to cope with these children, they often end up in residential placements or in training schools. Unfortunately, this is all too often a stopgap measure. A thorough diagnostic understanding of this child's learning problem and its emotional counterparts is not accomplished. Academic and vocational proficiency is never achieved. Parents and schools are not made aware of the youngster's special needs or helped to develop the necessary parenting skills and educational tools that would open doors to the child for a successful reintegration into the community. While behavior may be contained within the tightly structured environment of a residential facility, when he or she returns to the community the behavior continues to run its course. At worst, he or she will continue to populate the training schools or prisons of the justice system. At best, survival will be based on self-learned tools and self-designed methods of compensation. Because of the implications this problem can have on the lives of children, it is imperative that juvenile courts be aware of the issue of LD and its relationship to delinquency. Courts also need to assume an aggressive role in the protection of these juveniles either by developing resources for these children or securing such resources through other agencies.

Legal Responsibilities For Educating the LD Child

Educating the Handicapped

In 1975, *The Education For All Handicapped Children Act* (Public Law 94-142) was signed into law. It expanded the protection for handicapped children against discrimination in education which was originally mandated in the *Rehabilitation Act of 1973*. In 1977, the *Rehabilitation Act* was amended to include *Section 504* (Public Law 93-380). Together, these laws insure that states receive funds for the education of all of their handicapped children as long as they comply with federal regulations

regarding the administration of these programs. The purposes of these acts are: 1) to insure that all handicapped children have available to them a free, appropriate public education which emphasizes special education and related services designed to meet their unique needs; 2) to insure that children and parents' rights are protected; 3) to assist states and localities; 4) to insure the effectiveness of their efforts.

Section 504 of the Rehabilitation Act of 1973 states that recipients of federal funds for education may not deny the handicapped equality of opportunity nor may they provide services for the handicapped which are not as effective as those provided to non-handicapped. It prohibits recipients from segregating handicapped children or providing separate services unless the action is necessary to secure equality of education. Also, the recipients of these funds may not utilize criteria in determining services to be offered which would perpetuate discrimination, or in any way limit the opportunities given to handicapped persons.

Those who receive funds must prohibit discrimination in employment opportunities for the handicapped. This section not only prohibits this discrimination in hiring practices, but also insures that all job training programs for the handicapped will provide such training as to allow equality of opportunity in employment.

Public Law 94-142 defines the traditional view of "handicapped" to include children who are orthopedically impaired and children with a specific learning disability. The focus of this law provides a free public education and expands programs to include those which can function in the classroom, home, institutions, hospitals, and other locations which care for handicapped children. It provides for programs with "related services" such as transportation, medical services (for evaluation purposes only), social and psychological services. These services must be incorporated into the educational program when they are considered necessary to achieve equality of educational opportunity.

Educational Agency's Responsibility

All educational agencies must be in compliance with all portions of the state's educational plan. They must see that funds are under the

control of a local public funding agency and that the programs supplement, not surplant, existing programs. As part of the compliance, local agencies must implement the following specific procedures:

A. Screening

All tests must be provided by the educational agency and administered in the child's native language, if necessary. The examiner is required to use at least two separate measures to determine if a child has a specific learning disability (SLD). The examiner must also use more than one measure in determining what area of functioning is impaired.

The evaluation process must be completed by an interdisciplinary team which includes the child's home school teacher (or someone qualified to teach the child at his or her appropriate level) and a person qualified in individual diagnostic testing procedures. The parents, as well as a person with administrative or fiscal responsibility, must be invited to attend the evaluation.

The team shall conclude that a learning disability exists when two conditions are present: 1) a child fails to achieve commensurate with his/ her age and ability when provided with appropriate educational experience; 2) the child has a severe discrepancy* between achievement and intellectual ability in one or more of six areas relating to communication skills and math abilities.

B. Written Report

The team must prepare a written report of the results of each evaluation. Included in this report is a statement determining if the child has a learning disability and the basis for making such a determination. Any relevant behavioral observations along with their relationship to academic functioning should be noted. If a severe discrepancy is found, the team must make a determination if it can be corrected by special education and related services. The team must also conclude what effects the child's environmental, cultural, and economic situations have in the disability. Finally, each team member must certify that the team report reflects his or her conclusion. If it does not reflect this, a separate report must be filed.

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* "Severe" is not defined in terms of degree of discrepancy

C. Individual Educational Plan (IEP)

The educational agency must also prepare an individual educational plan (IEP) on each child who will enter a special educational program. It should be drawn up prior to the beginning of the school year or prior to a child's starting date in a program. The IEP must be updated at least once a year and the parents or guardians must be informed in writing of any major changes. The information to be included in the IEP is the child's:

- present academic ability (test scores)
- prioritized annual goals
- short-term specific objectives
- required services for obtaining objectives
- period for review
- evaluation of the criteria or way in which review is to be conducted

Procedural Safeguards Within The Educational Agency

The educational agency must have certain procedural safeguards which protect the educational records of the child:

1. Each handicapped child must be guaranteed access to an appeal process if it is felt that his/her educational needs are not being met.
2. Parents must be permitted to examine all records compiled by the program and be allowed to obtain an independent educational evaluation if they are not in agreement with the assessment provided by the educational agency.
3. The agency is required to send a written notice to the parents or guardian when any changes in the program are made.
4. A complaint procedure plan should also be filed and the plan must include an impartial due process hearing and an appeals process.
5. Parents will be informed that they have the right to pursue a civil remedy if they choose to appeal the recommendation. (The parents have the right to retain the child in an ongoing program until the appeal process is exhausted.)

Juvenile Court Responsibility

Established upon the principles of humanitarian concern and differential treatment, the juvenile court is unique in its operation in that it is both a legal and social service agency — a court system which emphasizes care and treatment as opposed to punishment. The court has jurisdiction over all children (children are defined uniquely by each state, usually below 17 to 18 years of age) who fall within its specific geographical area. Because of this jurisdiction, the court becomes directly involved in the lives of children who are "alleged to be in need of care and treatment" by reason of neglect, abuse, injurious behavior or having violated a state or municipal ordinance. Included under state ordinances are status offenses which are unique to juveniles: runaway, truancy, incorrigible or unmanageable behavior, and curfew violations.

Under the principle of *parens patriae* the state assumes the position of substitute parent in providing for the protection and guidance of juveniles who come under its jurisdiction. The court acts as a guardian to these children in overseeing parental action and may issue orders which supersede parental decision. The quality of care provided to the child must be equivalent to or exceed that which would be provided in his or her own home. In its role as parent, the court must assure that the child receives an education, which is mandatory under the law. Responsibility for the education of the child becomes the total responsibility of the court when it has assumed legal and physical custody, as in instances when the child is placed outside of the natural home. As *parent surrogates* the court must assure that the educational needs of the child are met. For handicapped children under their care they also must be in compliance with Public Law 94-142.*

Description of St. Louis County Juvenile Court

The St. Louis County Juvenile Court is an urban, County-supported

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* 1975 Education for All Handicapped Children Act

agency serving the suburban and metropolitan areas encircling the city of St. Louis. St. Louis City and St. Louis County function independently; each has its own separate governing body and court system. The population of St. Louis County has grown at a tremendous rate as it has absorbed the outgrowth of the city and the movement to the suburbs. The juvenile court has grown in similar proportions. With a population of 984,000 and a median family income of $12,392*, this County is the largest and most affluent in the state. Approximately seven percent of the population is black and an additional four percent is non-white. During the 1977 calendar year, the court processed 18,199 referrals of which 10,515 were delinquency referrals, 649 were neglect referrals, and 4,586 were traffic referrals. A staff of over 200 is employed by the court, of which two-thirds work with delinquent youth.

The court is charged with the responsibility of providing services to all children residing in St. Louis County who fall within the legal jurisdiction of the court because of neglect, abuse, or delinquency. In September of 1975, the management of the juvenile court adopted the following institutional goals:

> "...to implement provisions of the Juvenile Code and to prevent the recurrence of Juvenile Code violations. To give each child coming within the jurisdiction of the Juvenile Code such care, guidance, and control as will conduce to the child's welfare and best interests of the State. To maximize differential care and services either directly or through the community." **

Toward this goal the court offers a wide continuum of services for delinquent youth. The basic services include four Probation Units, a Neglect and Delinquency Intake Unit. In addition, there is a Clinical Services Unit which provides psychological and psychiatric testing and evaluation, and a Special Services Unit which operates foster and group homes, vocational training, General Education Development programs, and a volunteer program. There is a community-based diversion program which attempts to reach problem children and families before they are referred to the court or, once they are referred, to minimize their

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* 1970 U.S. Census, 1977 County fact book, 1977 Court Annual Report

** 1976 Management by Objectives Working Paper, St. Louis County Juvenile Court

penetration of the system. The court also has several federally funded auxiliary programs, including a Family Treatment Unit and Project L.E.A.R.N.

Flow of Services Between The Court System and Project L.E.A.R.N.

The bulk of the children are brought to the attention of the court by the police; however, referrals may also be initiated by the schools, the families, or other agencies. Eighty percent of the children who enter the court system remain in the community. Of those who are detained, fifty percent are released within 24 hours. Children remaining in detention tend to be those who have more severe problems or who are involved in more serious offenses. These are the children who are routinely screened by Project L.E.A.R.N.

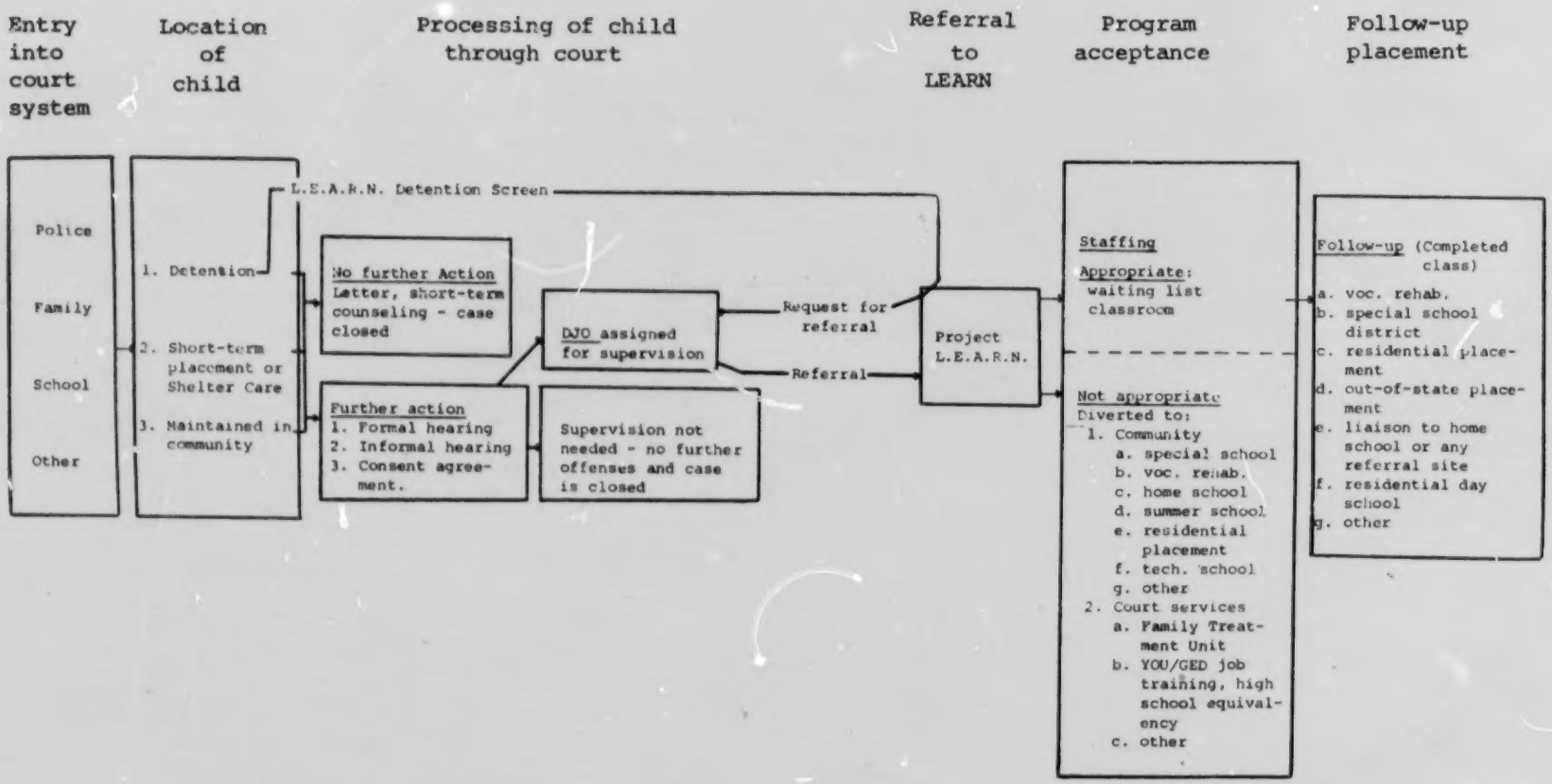
A child brought to the attention of the court may be processed via a warning letter to the family, referral for short-term counseling, dismissal of the case, or the child may be placed under the formal supervision of a Deputy Juvenile Officer (DJO) who is responsible for supervising his or her activities and developing a supervision plan. The testing results of all children routinely screened by L.E.A.R.N. in detention are automatically forwarded to the assigned DJO with a request for referral, if appropriate. Referrals to L.E.A.R.N. are always made by these DJOs for any youth on his or her caseload regardless of whether the child is in detention or in the community.

Once a formal referral has been made, a diagnostic staffing determines if the child is accepted into Project L.E.A.R.N. Children who are not found to be LD by the diagnostic team are diverted to other programs. A child who is accepted remains in a L.E.A.R.N. classroom for twelve weeks, after which a placement is made in a vocational or educational setting. Follow-up services continue for six months after placement. (See Flow Chart of Services Between The Court System And L.E.A.R.N. Page 12 .)

Overview of Model

Project L.E.A.R.N. employs a continuum of educational devices which

FLOW CHART OF SERVICES BETWEEN THE COURT SYSTEM AND L.E.A.R.N.



address themselves to the academic, social, and behavioral deficits displayed by these youngsters. In devising a model program for the delinquent adolescent, a variety of learning methods, alternatives, and supportive services have been made available, the approach being "multi-disciplinary" — combining the expertise of psychology, education, social work, and vocational rehabilitation. Emphasis of the curriculum is based upon survival skills; that is, mastery in reading and math areas which is necessary for survival in the complex world in which the youth must live. Toward this end, the development of social skills, career awareness, and vocational preparation is also stressed.

The following components comprise the model:

- Screening of all children held in detention for six days or longer
- Educational assessment of children who are suspected of being LD
- Placement in a life skills-oriented classroom for a base period of twelve weeks
- Job readiness training while participating in the classroom
- Adolescent counseling groups
- Parent education and counseling programs
- Liaison educational services to community, school, or residential site
- Training to professionals

CHAPTER 2: ASSESSMENT OF THE LEARNING DISABLED JUVENILE OFFENDER

Introduction

Referral

Initial Testing

Assessment

Interdisciplinary Staffing

Individual Education Program (IEP)

Introduction

A great deal of interest has been generated in the area of specific learning disabilities. The term, itself, however, continues to be a chameleon: one whose color changes with the whims of the various disciplines and peculiar perceptions of professionals who are involved in the diagnosis and treatment of LD. It has been estimated that there are as many as forty different labels which have been coined to describe the learning disabled child and there is no one widely-accepted definition of the term LD. Janet Lerner (1971) differentiates five distinct categories that encompass most of the descriptions of learning disability.

1. Neurological Dysfunction or Brain Impairment: This would include definitions that imply a neurological dysfunction, focusing on attempts to identify organic etiology.
2. Uneven Growth Patterns: These efforts have emphasized the irregular development of mental ability, focusing on various areas of uneven and inconsistent development.
3. Difficulty in Learning and Academic Tasks: The emphasis here is upon identifying the population of LD children by considering the learning problems that such children encounter.
4. Discrepancy Between Achievement and Potential: This is yet another focus to define the population of LD children as those who display a significant discrepancy between estimated intellectual potential and actual performance.
5. Definition by Exclusion: This category relates to children who do not fit into other areas of exceptionality, either mental retardation, emotional disturbance, cultural deprivation, or sensory handicaps, but who are assumed to display learning deficits which are a result of a specific disability.

An example of definition by exclusion is that formulated by the National Advisory Committee on Handicapped Children:

> .....a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written languages. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling or arithmetic. Such disorders include such conditions as perceptual handicap, brain injury, minimal brain

dysfunction, dyslexia, developmental aphasia, etc. They do not include learning problems which are primarily due to visual, hearing or motor handicaps, to mental retardation, emotional disturbance, to environmental disadvantage.*

The definition utilized by Project L.E.A.R.N. draws from all of the five categories; however, because of the difficulties in identifying neurological and developmental processes in an adolescent group, the emphasis is upon discrepancy between achievement and intellectual potential. Consistent with the National Advisory Committee, the identification procedure developed by Project L.E.A.R.N. involves three steps:

1. Identification of a discrepancy between intelligence and academic performance.
2. Ruling out other handicapping conditions, mental retardation, emotional disturbance, and environmental disadvantages.
3. When possible, identification of impaired perceptual processes.

The first two criteria must be present in order for a diagnosis to be made. Identification of impaired perceptual processes is more difficult to achieve in this population as secondary emotional factors often cloud the diagnostic picture, and it (identification) is possible only with the availability of historical, academic, and school performance data. The diagnostic process is presented in detail in the section entitled *Interdisciplinary Staffing* on page 20.

Referral

Screening: Likely candidates for participation are brought to Project L.E.A.R.N.'s attention through two routes: 1) detention screening; and 2) referral from the DJO. (See Flow Chart of Services on page 12 .)

All children who are detained at the Juvenile Center for a period of six days or more are administered a screening battery. This screening process serves two purposes: to identify children who display a critical

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* 1968 National Advisory Committee on Handicapped Children - Annual Report to Congress.

testing profile that may indicate a learning disability; and to generate a statistical base for research.

Children viewed as unlikely participants are excluded from the screening process; i.e., out-of-town residents who return to their homes, children placed with relatives or in foster homes out of town, runaways returned to out-of-town placements, children whose paroles are revoked by Division of Youth Services, or children approaching their seventeenth birthday (which is the cut-off age for juvenile court jurisdiction).

In all cases the results of the screening battery are forwarded to the DJO assigned to the child. The screening results may simply provide the DJO with additional data which is helpful in formulating a treatment plan for the child. However, in those cases where there is an indication of a possible learning disability, the results are accompanied by a form requesting the DJO to make a formal referral to the program for further testing.

Formal referral: Since only children who are detained at the Juvenile Center are automatically screened, those children residing in the community must be referred by their juvenile officer. The decision to refer may be as a result of the detention screening, as described above, or may be on the basis of social, behavioral, and/or academic information available. Guidelines suggested to the DJO for referring are as follows:

1. History of school failure or school performance that is significantly below grade level.
2. A lack of meaningful involvement in a school program either because of having dropped out completely or by reason of truancy, repeated suspension, or other behavioral disturances.
3. Elimination of obvious mental retardation.

In order to enter the program the DJO must complete a referral packet (Appendix A). This packet contains a brief form to be completed by the DJO giving pertinent information; e.g., identifying information, reason for the referral, brief court history, release forms to be signed by the parents or guardians, and consent forms for testing

and exchanging of information. *The Devereux Adolescent Behavior Rating Scale (DAB)* is part of the referral packet to be completed by the parents or guardians at the time of the referral. (See materials list, page IV.)

Initial Testing

Whether the child is tested as a result of a referral or as a routine detention screening, the initial stage in the testing process is the administration of the *Weschler Intelligence Scale for Children - Revised Edition (WISC-R)* and a standardized achievement test. The *WISC-R* must be administered by a trained psychometrist, with testing time running anywhere from an hour to an hour and a half. Every child screened in detention is given a *Wide Range Achievement Test (WRAT)*. This test does not require a trained professional to administer and takes approximately 20-30 minutes. In instances of referral when more time is allotted for the testing process, the first three subtests of the *Peabody Individual Achievement Test (PIAT)* are used instead of the *WRAT*. The *PIAT* can be administered in 30-60 minutes. It is felt the *PIAT* gives a truer picture of the child's functioning since it contains more than just computational math and derives a measure of comprehension skills, as well as word recognition.

The suspicion of LD and the need for further testing at this initial stage is indicated when the following criteria are met:*

1. Indication of an average IQ which is defined as an IQ score of 85 or above on either the verbal or performance subtests, as measured by the *WISC-R*.
2. One or more academic achievement scores below fifth grade. Regardless of actual grade placement, if, based upon the child's date of birth, he is supposed to be in a grade between seven and twelve, yet he scores below fifth grade on any of the subtests of the achievement test administered, he is eligible. If his age would place him below the seventh

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* Note that in the case of a detention screening it is at this point that a referral is requested from the DJO.

grade, then he must score two grades below the age-appropriate grade level.

Fifth grade has been selected as the cut-off because it is felt by many educators that by the fifth grade a child has mastered the basic skills in math and reading and is functionally literate.

Assessment

The second stage in the assessment process is the administration of a battery of achievement tests consisting of the *Key Math Diagnostic Arithmetic Test* and the *Woodcock Reading Mastery Test* (Form A), and the *PIAT* if not already administered. The purpose of these tests is three-fold. They are used: 1) to substantiate the *PIAT* or *WRAT* scores; 2) to obtain pre-classroom data for evaluation of the child's progress; 3) to gain a specific measure of his strengths and weaknesses to aid in the diagnosis and educational planning.

At this time, other tests may be administered, when indicated, to aid in the diagnosis. One or more of the following have been utilized at various times: *The Peabody Picture Vocabulary Test; The Goldman-Fristoe-Woodcock Test of Auditory Discrimination; The Developmental Test of Visual Motor Integration* (Beery); *The Visual Retention Test; The Slingerland Screening Test* and *The Detroit Test of Learning Aptitudes.* *

The appointment for this second testing session is coordinated with the social worker assigned to the case. The parent is asked to accompany the child so that a developmental history can be completed by the social worker in an interview with the parent.

The Developmental History Questionnaire (see Appendix B.) was developed at Project L.E.A.R.N. in order to obtain standardized and detailed information to aid in researching this population. The questionnaire, itself, consists of 99 questions, divided into seven sections: Medical, Coordination, Speech and Hearing, Visual, Social and Emotional, School History, and Family History — each section taking

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* See Materials and Resources, pages I-IV for purchasing and administration information on tests.

the child's history in chronological order. The responses to these questions can be computerized for easy retrieval of the information. The questionnaire is administered to the parents by social workers who record the answers and make notes as necessary. It is not recommended that parents fill it out by themselves because they often have questions about the type of information desired.

The questionnaire has been very useful in conjunction with other testing material to pinpoint the nature of the child's difficulty. The data is being computerized and will be examined for patterns that may prove useful in the detection of learning disabilities. The questionnaire was developed by researching the basic information available on the early determinants of learning disabilities and by consulting with various experts in the field.*

Interdisciplinary Staffing

The staffing is a critical point in the diagnostic and planning process because it brings together professionals from various perspectives. The task of the interdisciplinary team is to weigh the strengths and weaknesses of the total individual. This process leads to a diagnosis and to the development of a treatment plan that impacts all levels of the child's functioning. The goal of the staffing team is to establish specific objectives that can be achieved while participating in the program and which will facilitate placement in a community program.

The core members of the interdisciplinary team are a juvenile officer, a psychologist, a psychometrist, a social worker, a special education teacher, and a vocational counselor. Participants in the staffing may include other professionals who are involved in the welfare of the child. These may be: a representative from the child's home school, a caseworker from a residential agency, clinical or teaching staff of the Special School District, or a private psychologist or

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* Our thanks go to Dr. Harvey Cantor, a pediatric neurologist at Cardinal Glennon Hospital in St. Louis; Dr. Eleanore Kenney, a psychologist who has worked with learning disabled students for many years; and Dr. Bernard C. Jander, an optometrist who has studied at the Gesell Institute and specializes in the diagnosis and treatment of children with visual handicaps.

psychiatrist. The team meets on a weekly basis.

The staffing opens with the juvenile officer relating background information which led to the referral. Highlights of the developmental history are presented by the social worker. The psychometrist presents the results of the intellectual and academic testing. Mental retardation is ruled out on the basis of the *WISC-R* scores. If the validity of the *WISC-R* score is questioned, a non-verbal measure of intelligence such as the *Peabody Picture Vocabulary Test* may be utilized. As a rule of thumb, a child is considered of average intellectual potential if either verbal or performance IQ on the *WISC-R* is 85 or higher.

The academic achievement levels are reviewed as measured by the *PIAT*, *Woodcock* and *Key Math*. Based upon a comparative evaluation of grade level scores, an assessment of grade level functioning is made. Academic skill level scores below fifth grade are considered critical.

The team then attempts to identify patterns of low test scores on the screening instruments (*WISC-R*, *PIAT*, *WRAT*) that would indicate problems in specific areas of learning. Confirmation of these problems is sought through the use of a variety of other tests (*Woodcock*, *Key Math*, etc.), historical data presented by the DJO, and developmental questionnaire. Because in this age group, emotional and behavioral factors cloud the diagnostic picture, it is extremely important to have access to the complete academic history from first grade to the present. Learning problems that have been identified through current data can then be confirmed by the academic history. In the absence of historical data it is not always possible to identify specific learning disabilities. At the same time, it is extremely important to identify impaired areas of functioning when this is possible, as it points to the development of a specific treatment plan and identification of other resources that might be utilized. A diagnosis of LD is made when the following criteria are met:

1. Indication of average intellectual potential as measured by an IQ score of 85 or above on either verbal or performance subtests of the *WISC-R*.
2. Academic skill level of below fifth grade in either math or reading or both.

3. When information is available, identification of a deficit in a processing area or a previous diagnosis of LD in the academic record which is substantiated by test data.

Classification - a diagnostic classification system based upon the system developed by the Kingsbury Center* is utilized (see Appendix C.). The model emphasizes discrepancy between intelligence and academic achievement. A further discrimination is made between learning problems that cannot be related to a specific cognitive deficit but where emotional and cultural factors are overriding (secondary LD). The purpose of the classification system is to serve as a model for differential diagnosis that would be compatible with this population and which would provide a framework for comparisons between diagnostic groups.

Upon the basis of the information presented, a diagnosis is made. For those children who are not identified as LD, recommendations are made to the DJO advising what educational resources would be appropriate and would be available in the community. If a diagnosis of LD is made, a plan is developed for the child which includes specific educational, vocational, behavioral and family objectives which can be accomplished during the participation in the program. A follow-up plan for community placement is also developed.

Results of the staffing are summarized in a staffing report to which each team member contributes (see Appendix D.). This report is forwarded to the DJO.

The next step in the procedure is to schedule an appointment with parents and child to review the Individual Education Program (IEP). The child then enters the classroom. Objectives are reviewed and reassessed by team members responsible for the child four weeks after entry into the classroom and one week prior to leaving the class. This provides a mechanism for monitoring the plan and facilitates coordination with the follow-up placement.

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* Report to Congress "Learning Disabilities: The Link to Delinquency," 1970 by the Comptroller General of the United States, Department of Justice and Health, Education and Welfare.

Individual Education Program (IEP)

What is an "IEP?"

The final stage of assessment is the development of the IEP. An "IEP" is a written plan describing the educational objectives and the services to be provided for the handicapped child. It is required by federal regulation* to be developed for each child diagnosed as Handicapped by an interdisciplinary team composed of a child's regular classroom teacher and at least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist or remedial reading teacher. For children that don't have a regular teacher, schools can substitute another regular classroom teacher who is qualified to teach that child's age group. The components included and reviewed in the plan are a summary of present levels of student's educational performance, prioritized annual goals, and short-term objectives. (For the purposes of this program, twelve week goals are substituted for annual goals.) Also included in the plan are the accompanying services that will be provided to meet these objectives, conditions under which said services will be delivered (who, when, where), and objective evaluation criteria. (See Appendix E. for example of IEP).

Contents of the Plan:

1. Levels of Educational Performance -
   - precise academic achievement scores from current achievement tests
   - past social adaptation traits that might affect academic progress
   - pre-vocational and vocational skills that would affect future placement.
   - psychomotor skills that might affect educational progress
   - self-help skills to help determine degree of independence

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* Federal Register, Vol 42, No. 163, Tues., August 23, 1977, Education of Handicapped Children, p. 42490.

** Federal regulations stipulate that at least two measures of academic performance must be used.

2. Prioritized Annual Goals -

The team prioritizes academic goals as determined from all available data. A realistic outcome should be included with alternatives if possible.

3. Short-Term Objectives -

- these should correspond in sequence with long-term goals
- specific skills to be taught should be included

4. Special Media/Materials and Equipment Required -

These will directly relate to short-term objectives. If they prove appropriate they should continue until said time when they are no longer beneficial to student's progress.

5. Person(s) Responsible -

The primary responsibility is that of the special education teacher. However, support personnel are continuously involved.

6. Beginning and Ending Date -

Projected length of time to meet objective; this is obviously subject to change.

7. Evaluation Procedures

- achievement test
- criterion reference test
- teacher made test
- observation - formal and informal

CHAPTER 3: EDUCATIONAL PROGRAM

Introduction

Academic Curriculum

Vocational Curriculum

Introduction

Much of the literature concerned with the LD adolescent raises the important issue of whether instruction should be remedial or compensatory. Should remediation of particular deficits in the learning processes be the core of the curriculum by-passing the particular deficit, or should the curriculum be focused on the development of basic competency skills? In other words, is it best to teach traditional grade school approaches to reading such as phonetically sounding out words (remedial) or would it be better to use a variety of high interest media such as tapes, slides, and comic books presented in a context familiar to the adolescent which would permit the student to utilize whatever learning style works best.

Many of the experts hold that compensatory education is the best approach for this age group (Wepman, Cruickshank, Deutsch, Morency & Strother, 1975). These professionals put forth the view that intervention for children above twelve years of age should be compensatory rather than remedial because the learning processes have already matured and are therefore less amenable to correction. In addition, there is a lack of precise and sophisticated assessment devices for pinpointing the specific part of the learning process that is affected. Perhaps, most important is the motivation factor. Most of these adolescents have been "turned off" to traditional teaching approaches and need high interest, "real life" material to re-motivate them to learning.

Academic Curriculum

It is on the premise of compensatory education that the curriculum of Project L.E.A.R.N. is based. It is so designed that students can better learn basic competency skills in Reading, Math and Writing presented in a way that has applicability in their day-to-day functioning. Materials for instruction include such common items as checkbooks, deposit slips, time sheets, city maps, traffic signs, and supermarket labels. A variety of media are utilized such as slides, comic books, newspapers, and tapes. Instruction is designed so that the material

covered can be applied immediately in their daily lives, thus reinforcing the classroom experience. Each student moves through the program at his or her own pace and can stay for the time necessary to facilitate his or her placement back into a community program.

The educational program consists of two self-contained classrooms with a maximum of five students per class, each staffed by one full-time Learning Disabilities Teacher. The students attend Project L.E.A.R.N. for three hours a day, five days a week for an average of twelve weeks. The first two hours are spent in the classroom working on strengths and weaknesses in Reading, Math and Writing. The third hour of the day is shared with Job Readiness Training (see page 33) and the Adolescent Peer Groups (see page 55).

Classroom Schedule

	Monday	*Tuesday*	*Wednesday*	*Thursday*	*Friday*
9:00 to 11:00	A C	A D E M I C	C U R R I C U	L U M (*Two mo*	*rning classes)*
11:00 to 12:00	*Group*	*Job Readiness Training*	*Group*	*Job Readiness Training*	*Job Readiness Training*
12:00 to 2:00	A C	A D E M I C	C U R R I C U	L U M (*Two af*	*ternoon class)*
2:00 to 3:00	*Group*	*Job Readiness Training*	*Job Readiness Training*	*Group*	*Job Readiness Training*

The curriculum is organized around the two major content areas of Reading and Mathematics.

Mathematics: Before entering the classroom, each student is administered the Key Math Diagnostic Arithmetic Test (see page II for

test information). Upon starting class, the student is given a criterion-referenced Survival Skills Test (see Appendix F.) to determine proficiency in specific skill areas. Students are allowed to use a calculator in order to by-pass any computational deficiencies to assess their ability in functionally understanding the concept of each skill. The competency skills measured by this criterion-referenced test and their behavioral objectives are as follows:

1.) Skill - Figuring change
Objective: Given the total bill and the amount of money paid to the cashier, the student must determine the number and variety of bills and coins to be given in change.

2.) Skill - Conceptual use of money as related to wages
Objective: Given the average weekly income and the number of weeks the income is received, the student must find the total income.

3.) Skill - Conceptual use of money as related to wages (cont'.)
Objective: Given the hourly wage and the number of hours worked in a week, the student must determine the weekly, monthly, and yearly wages.

4.) Skill - Determining unit cost
Objective: Given the cost of a specific quantity of a product and the cost of a different quantity of the same product, the student must determine the cost per unit for both quantities and state which rate is cheaper.

5.) Skill - Determining net income
Objective: Given a salary and the deductions, the student must determine the amount of take-home pay.

6.) Skill - Determining fractional parts of a budget
Objective: Given the amount of weekly allowance and the fractional part to be spent on various items, the student must compute the amount to be allocated to each item in a daily budget.

7.) Skill - Figuring sales tax and total purchasing price
Objective: Given a list of purchased items, the charged amount for each, the sales tax rate, the student must demonstrate how a sales slip would show the price of each item, the tax, and the total bill.

8.) Skill - Budgeting money for future purchases
Objective: Given the cost of an item (e.g., ten-speed bike), the student must demonstrate how much would have to be saved for any given number of weeks to pay for the item.

9.) Skill - Determining weekly wage by piecework
Objective: Given the number of pieces completed daily and the rate per piece, the student must determine the weekly wage.

10.) Skill - Figuring averages
Objective: Given significant data, the student must be able to determine averages.

11.) Skill - Figuring total material cost
Objective: Given an itemized list of the amounts of various materials used in constructing an item and the cost per unit, the student must determine the total cost of the materials necessary to construct the item.

12.) Skill - Writing checks and balancing a checkbook
Objective: Given sample checks and the necessary information to write a check, the student must demonstrate how to correctly write a check and to make the appropriate deductions and deposits in a check register.

13.) Skill - Estimating costs
Objective: Given an itemized list of purchases, the student must be able to round each price off and determine the total estimated cost.

This test was constructed with the help of Science Research Associates (SRA) Survival Skills Test in Mathematics. For each skill, there are three questions that measure the student's knowledge. If a student answers all three questions correctly, that skill is considered mastered. If one question is missed, a brief review of that skill is deemed necessary. If two questions are answered incorrectly, that skill is considered a weakness and if all three are missed, the student is considered to possess little or no working knowledge in that skill area. A prioritized list of skills is constructed beginning with those skills that need to be reviewed followed by those that need precise instruction. Appropriate materials are then organized into competency based packets. These materials consist mainly of single ditto sheets, rather than actual textbooks, paralleling those skills on the Survival Skills Test. Movement to a new skill packet is based on the demonstrated proficiency of the current packet. Use of calculators is permitted if the student knows the mathematical concept but cannot do the operational work (add, subtract, multiply).

Upon completion of the program, the student is readministered the Key Math Test to determine what gains have been made. The subtests of

the Survival Skills Test, which measures those skills in which the student was not proficient are also readministered.

Reading: Before a student enters the classroom, a comprehensive assessment of his reading abilities and disabilities is completed. This is done by the use of standardized tests (PIAT, Woodcock) and also by informal methods as deemed necessary for the particular student's needs. Assessment is done in the three major areas of the reading process. An outline and strategies approach for each area is as follows.

1. Phonetic Analysis (Word Attack Skills) - This basic reading area is assessed by the Woodcock Reading Mastery Test. This information gives the teacher a valid indication of the student's background in the basic skills. Phonetic Analysis is not taught as an entity in itself but rather it is used as a support mechanism or for trouble shooting. If a student demonstrates a strong background in phonics, then it can be built upon when attempting individual word analysis especially in oral reading. Students who show very little basic skills development are approached by the whole-word method and by instruction in using the context rather than using Phonetic Analysis. This is to avoid repeating past failures with the approach which proved to be ineffective. Phonetic Analysis is also not used with students who have an auditory problem.

2. Word Recognition - This area is assessed by the Word Recognition subtest of the Peabody Individual Achievement Test, The Word Identification subtest of the Woodcock Reading Mastery Test, and the Dolch Basic Sight Word Test. Word Recognition usually accounts for a large part of a student's total reading level. How many words he knows is significant. Students with reading problems generally have difficulty with such tests since the words are presented in isolation. Many students, when they come upon a problem word or phrase, need and rely on surrounding clues such as other words they know, the shape of a sign, or even a picture on the page. In addition, the student is approached through several channels, both visual and auditory. Both the exposure and repetition of new wording is introduced in oral and silent reading. Because of the importance of contextual cues to these students, instruction is directed toward use of the context. If a student cannot decode

words in a written passage, he should be aided in using all that he already knows in order to decipher the problem words and get the full meaning of the passage or message.

3. Comprehension Skills - Comprehension is assessed in two areas: a) Silent Reading Comprehension assessed by the normal administration of the Reading Comprehension subtest of the PIAT; and b) Listening Comprehension assessed by the oral administration of the same test. Once a student has reached his ceiling in the normal administration, the examiner continues, reading the sentences to the student instead of having the student read them to himself. Generally, students with reading difficulties have higher listening comprehension. Although they cannot read or decode the printed word, they may be able to understand it. Generally these students can understand higher level reading material when it is presented orally to them. For instructional purposes then, materials on tape prove to be very effective. There are commercial products that consist of high interest material (see information on curriculum materials page V-VIII). These materials can increase both the student's Listening Comprehension and Word Recognition. The same approach can be used with daily assignments. The instructions and activities/ questions can be taped for a more effective individual program. In programming to increase independent reading comprehension level (Silent Reading Comprehension), materials with short passages followed by comprehension questions are very effective. Such questions include reading for facts or details, organizational thinking, and questions that require interpretation.

Developing adequate comprehension skills implies knowing what the words mean. Vocabulary improvement then is essential to building better comprehension. Instructionally, for LD adolescents, it is necessary to provide words and materials that they encounter in their everyday lives, not only for practical purposes but also for providing comprehension of written messages they see all the time. Such materials would include street signs and billboards, labels, menus, store advertisements, bus schedules, street maps, etc. A basic survival vocabulary is a must for instruction with these students.

In conjunction with the approaches in the three reading areas, written assignments are used to reinforce certain reading concepts and spelling skills. Most of these students, because of their low reading ability, possess minimal writing and spelling skills. Instruction in writing simple sentences and spelling the basic sight words is stressed, again, as basic survival skills in a literate society.

Based on these basic assessments, appropriate reading materials are organized to fit the student's needs. A typical reading program would include daily work in one of Barnell Loft's Specific Skills Series (*Getting the Main Idea, Getting the Facts, or Using the Context*) and Xerox's Read-Study-Think Series in order to develop basic comprehension skills. To provide carry-over of these skills to everyday life, daily work in one of New Reader's Press books is also assigned (*Machine Age Riddles, Signs Around Town, Label Talk, Read Instructions First*).* Performance in all of these books is immediately graded and the scores plotted on progress graphs for each student's book (See Appendix G.). An eighty percent comprehension score is noted for all students as a satisfactory performance. If the majority of a student's scores fall below this point, the student is encouraged to read more carefully or he or she may be moved into less difficult material. If the majority of scores are well above this point, progression to material at a higher reading level is indicated. The Progress Graph then serves as a constant visual and concrete check for both teacher and student.

This basic reading program is often supplemented by materials designed to increase the student's abilities to comprehend written messages that he is likely to encounter everyday. For example, a Street Sign Slide Show developed by the teaching staff includes signs and billboards around the St. Louis area and is designed to build a survival vocabulary. Other materials used were developed to meet the needs of teenagers who read below the fifth grade level. These include a unit on reading the St. Louis Street Map and a unit on reading the Missouri Driver's Manual in order to obtain a driver's license. Both of these units are on tape which permits auditory and visual input simultaneously.

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* See information on curriculum materials page V-VIII.

In essence, the reading program of Project L.E.A.R.N. is geared to help students read material they are likely to encounter in their everyday lives, being so designed to help students in developing reading skills through the medium of high interest, everyday reading.

Once a student has completed the entire twelve week program, a post-test is administered on the Woodcock and Key Math and both the pre and post scores are recorded on his Final Educational Report (see Appendix H.). This report also contains the student's academic strengths and weaknesses as well as recommendations for future placement. Copies of this report are sent to the student's Deputy Juvenile Officer and either his home school, placement site or other agency. The purpose of this report is to summarize the student's progress and to initiate follow-up. Visits and telephone contacts make up the remaining follow-up services for up to six months.

Vocational Curriculum

Overview

The vocational program stresses the importance of responsibility and commitment. The students are given as much responsibility as they are able to assume and are asked to commit themselves to do the best they can in the program. They are made aware that what is learned in the vocational program has practical application in the near future. They are supported in their efforts toward responsible behavior, and are made to see the rewards this effort can bring.

The following is an outline designed to give the reader an overview of the program materials, organization and sequence of presentation for the Job Readiness Program.

Step One: Introduction, Interest and Career Assessment (four weeks)

The primary goal of the Job Readiness Program is to give students an awareness of the world of work and to help them develop the skills of how to find, get, and keep a job. Classes meet one hour each day, three days per week, for the full period of the L.E.A.R.N. program. The classes consist of a maximum of eight students per session.

The students are administered a vocational interest inventory in order to match their interests with career types and specific occupations within those career types. One of two inventories is utilized for this purpose depending on the grade level at which the student is functioning. Students are administered the *Strong-Campbell* if they can read fifth grade or above, while those reading below this level are given the *Career Assessment Inventory* which is normed for second to fifth grade reading levels.

Step Two: Seeking, Obtaining, and Maintaining Employment (six weeks)

This unit deals with exposure to the different sources of employment, i.e., want-ads, agencies, etc; the skills needed in getting the job once it is found, such as job application, interviewing and follow-up techniques; and exposure to the problems that can arise once a person is employed. The last portion deals with survival on the job.

Step Three: Program Review and Placement Counseling (two weeks)

The third step centers around the student and his/her future alternatives after the program ends. There is a reviewing of information learned, counseling in regard to vocational choices to be made, i.e., full-time work, part-time work, or vocational training. Placement assistance is provided, as well as follow-up to insure smooth transition and give support to students in their vocational choices.

Step One: Introduction, Interest and Career Assessment

A. Preview of Program

1. Discussion of reasons student is enrolled in Project L.E.A.R.N., i.e., interest in change, wanting to learn, to work, to stay out of jail, out of trouble at home. (This occurs during Individual Education Plan (IEP) meeting with student and parent.)
2. Discussion of what the Job Readiness Training can do for the student, i.e., awareness of jobs, how to get a job, how to keep a job, placement assistance, follow-up services, transportation assistance if employed or seeking employment, or placement in training program. (During IEP.)

3. Explanation and signing of Agreement, in contractual form, to have student commitment to the following behavioral requirements: attendance in total program of Project L.E.A.R.N., specific attendance on days of JRT (schedule to be given each student at the bottom of his copy of Agreement; punctuality in attendance; calling in to Project if unable to make it or going to be late; participation in the groups; and reliability after the JRT is over in keeping appointments. (First day of class.)
4. Administration of Pre-Test (a criterion referenced test developed by Project staff is utilized for this purpose; see Appendix I.).

B. Why Do People Work?
1. Filmstrip: "The Job Search" - "First Jobs" (FJ) *
Group discussion of need to work, key words in work, i.e., pride, money, something to do.
2. Look at people students know of/what sort of work they do. Estimate salaries of mayor, president, instructors, carpenters, laborers.

C. Personal Assessment
1. Administration of vocational interest inventory** to all students either by their reading the items and responding, or by responding to taped directions.
Group discussion centering around the individual's interests in job types.
2. General survey of positive traits a person could bring to a job, i.e., reliability, good attitude, neatness, accuracy, etc.
Each student assesses his/her own strong points in relationship to ideal traits.
3. Pre-Test/Application administered (for ordering information

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* See information on audio-visual materials in Materials and Resources.

** See information on published materials in Materials and Resources.

on sample job application form, see Appendix J.
Introduction of Resume, explanation of its use and value in seeking work.
Student himself listing personal information such as full name, address, social security number, phone number, city, state, zip code, date of birth, and age.
Student enters educational history in appropriate section on Resume. (If student does not have a social security card, he will be given the phone number to call to request a card be sent to his home. He is then to fill in this application card and submit it to the social security office.)

4. Each student is to list five people (friends, neighbors, teachers, clergymen) that can be used for a good reference. Of these five, or however many the student can get, two will be chosen for which information will be developed.
Full name, address, and phone number will be entered for these two references, on the resume.

D. Work History

1. Enter all specific job experience information, with emphasis on accuracy and neatness, on Resume. Information to include: continuous record of past jobs, no matter how short-term or trivial the job may seem; names and addresses of previous employers; exact dates of jobs; nature of job duties; how to word the "reason for leaving."
2. Examination of results of vocational interest inventory.

E. Career Exploration/Job Analysis

1. Career types: discussion and naming of clusters of jobs. (From MoVIEW Job Clusters; 1977.)*
Use of "Occupations" 1 & 2, New Readers Press** for sources of jobs within each cluster.
2. Discussion of Professional, Technical, Skilled, Unskilled classifications and jobs within these clusters.

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* See information on audio-visual materials in Materials and Resources.

** See information on published materials in Materials and Resources.

3. Choosing ten jobs from Job Clusters of interest to student.
4. Analyze the skills needed for these jobs.
5. *Optional:* Viewing of filmstrips from "First Jobs"* (Fast Foods, Supermarkets, Retail Stores, Service Stations, Offices).
6. *Optional:* Play game of "What Job Am I?" (Student describes job, others try to guess it.)

Step Two: Seeking, Obtaining and Maintaining Employment

F. Sources of Jobs

1. "Things to Find Out: (Filmstrip) (FJ)* Agencies
   Discussion of and listing of public agencies that offer job leads; each student will develop a copy of list; discussion of types of job leads and services these agencies offer, and how to register with each agency.
2. Publications
   Bringing in a daily or weekly community newspaper and having students find the want-ad section. Once the section is found, find the ads for job leads (help wanted) and list page number. Then complete want ad activity sheets.
3. "Others" as leads
   Listing, on work sheet, as many friends, relatives, acquaintances, and neighbors student can think of who may be able to offer a job lead, and discussion of how to use these sources.

G. Applications

Filmstrip: "Applications" (JSS)*

1. How to get an application.
2. Using sample application to pick out parts common to all applications, i.e., personal information, job history, school history, references.
3. Using resume information to fill in sample job applications.
4. Using sample application to look at parts uncommon to all applications.

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* See information on audio-visual materials in Materials and Resources.

5. Learning how to answer uncommon questions (role playing).
6. Emphasis in all activities on legible printing of all information.
7. How to clear up questions on a job application (role playing).

Post-Test: Application (same as one used for Pre-Test)

H. Interviews

Filmstrip: "Interview" (JSS)*

1. Proper method of arranging an interview, making sure of the time and location.
2. Arranging for transportation. Getting papers in order, i.e., resume, social security card. Making sure you can make it at time set.
3. Dressing neatly and conservatively. Being washed and scrubbed. Hair neat and clean. Act like you want the job. Don't be "too cool." Don't bring up problems of self or home.
4. How to answer questions of an interviewer.
5. Knowing beforehand answers to tough questions, i.e., police record, illness. Never lie, but watch what you say or write.
6. What to say when interview is over; when can you call back, when will employer know about the job. Politeness throughout, even if it looks like you won't get the job.
7. The follow-up: calling when the interviewer said to. Calling to see if things are in order in personnel file.
8. Actual practice at interviews. With guest interviewer, using video tape (see Appendix K).

Step Three: Program Review and Placement Counseling

I. Survival On a Job

"Tips for Beginning Workers" First Jobs (FJ)*

1. How to lose a job/how to keep a job. Emphasis upon the following:

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* See information on audio-visual materials in Materials and Resources.

- Importance of promptness and regular attendance; planning to be on time; no fake illnesses.
- Problems that can occur with a boss who is not fair, who dislikes you, and how to avoid these kinds of hassles.
- How to resolve difficulties with job duties without looking incompetent; how to get to know your job duties better.
- Common problems that can arise with co-workers; how to resolve them, how to avoid them; what happens if they go unresolved.
  Guidance Associates Filmstrip: "Trouble at Work"* Hazing, Communication, Absences
- What is the proper attitude on the job toward the actual work to be done; how it can make things pleasant for you; how a poor attitude can create problems.

J. Job-Related Finances

"Pay and Taxes" First Jobs*

1. The paycheck: procedures followed as per Appendix, "Making Sure Your Paycheck is Right"** This is carried out by classroom teachers.
2. Importance of setting up some savings plan either in a bank, credit union, or other program to earn interest.
3. How to arrange a budget so all the income doesn't become out go; or at least knowing where it's going, i.e., clothes, transportation, lunch, etc., and how to budget this expense.
4. What are long range goals; things wanted that cost a lot; how to reach these goals.

Post-Test - Vocational Program

K. Summary "The Job Search" First Jobs*

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* See information on audio-visual materials in Materials and Resources.

** See Appendix L.

CHAPTER 4: TREATMENT PROGRAM

Introduction

Family Therapy

Family Communication Workshop

Adolescent Counseling Groups

Introduction

Until recently, professionals have been viewing the difficulties of the learning disabled child strictly as an educational problem. We are now beginning to realize that special education, by itself, may not be enough for many children and that the social and family problems must be addressed as well.

It is unfortunate, but true, that many children with a learning problem go undiagnosed until the child is mid-way through elementary school. Because the problem is not understood, many families have developed an extremely damaging approach to problem solving. These early educational problems can be very frustrating and guilt-provoking for parents. They often will try bribing, punishing, cajoling, or struggling with the child in order to improve the situation. By the time an appropriate school plan is offered, battle lines have usually been drawn and hostile feelings within the family often interfere with any special education.

In order for educators to be successful with learning disabled children, they need the support and realistic encouragement of the family. When this support is present, teachers can be amazingly successful, but without it, their best efforts are often wasted.

Frequently, a learning disabled youngster is retained or placed in a special classroom which may detrimentally affect the child's social development. Learning disabled adolescents sometimes gain recognition via self-defeating roles (scapegoat, tough guy, class clown) and need an opportunity to experiment with other more appropriate ways of gaining peer acknowledgement and acceptance. Many professionals have pointed to the inability of the LD youngster to form healthy peer relationships. The inappropriate social behaviors that accompany LD often result in the youngster being isolated and rejected by his peers. The unfortunate outcome of this process may lead the youngster into seeking acceptance in a delinquent subculture.

The staff of Project L.E.A.R.N. has developed a treatment program which is designed to assist the LD child and family to cope realistically with the social and educational demands that are placed on the child. The treatment program includes family counseling, a family communication

workshop, and a peer counseling program. By utilizing these treatment programs, in conjunction with special education, LD children can begin to become better integrated into home and school life. The design of the treatment program has been tailored to deal with the social and family problems of the LD youngster that eventually may lead these children into the juvenile justice system. The major goal of this program is to build coping skills by strengthening the support systems of the adolescent - peer groups and family - that are so critical to healthy growth and development.

Family Therapy

Types of Families

Families of the LD adolescent seem to divide themselves into two general categories: those families where problems are a direct result of the child's school problems; and those families where the child's learning problems may be incidental to a problematic family system.

Group I families (direct relationship) often appear to be a well adjusted group and are able to carry on many of the family tasks that make life enjoyable. While these families are spread throughout all socio-economic levels, one common factor is that they place a high priority on achievement through education. When faced with educational problems with their children, their usually rational approach to problem solving becomes clouded by guilt and frustration.

Parents may become over-protective, behaving as if their LD child is sick. Consequently, they expect too little of him or her in school and non-school related activities. The child often becomes quite adept at playing on parental guilt, becoming a very powerful member of the family system.

On the other hand, some parents become punitive with their LD child, expressing the message that the child has embarrassed them. A common theme here is that he or she *could* do better. In either case their shame and frustration has placed unrealistic expectations upon the child and inappropriate behavior is the usual consequence.

A far more troublesome situation occurs when one parent becomes over-protective and the other becomes too demanding. When this happens,

the parents are not only struggling with how to best educate their child, they are also struggling with each other.

Group II families (no direct relationship) are no different than any other family having problems, except that one or more of the children happen to have a learning disability. Problems usually begin long before it is realized that one child has a learning problem. These families tend to have problems in many areas, such as money, sex, independence, and discipline. They often appear disorganized and have difficulty focusing on any one problem long enough to solve it.

For these families, the areas of conflict need not be limited to school-related issues. Frequently, parents and children are so wrought up in the emotional chaos at home that they are unable to invest themselves in other self-fulfilling activities or relationships that would offer support outside the family such as friends, work, school or social, recreational and religious groups.

The symptomatic behavior of the LD child, whether in Group I or Group II frequently looks similar to the casual observer. However, a closer probing of the family relationships and family structure reveals a tremendous difference. It is these differences which often dictate how the therapist approaches the family. Once the pattern of interaction is understood, the outline of a treatment plan can be formulated and the process of change begins.

Selection Process

Families who participate in the family therapy program are generally identified during the assessment period. Part of the assessment process involves the collection of social and developmental history by the social worker (see Developmental History Questionnaire in Appendix B). During this interview the social worker makes an assessment as to whether the behavior that brought the child to the court is caused strictly by educational factors or whether the family or the environment also play a significant part. Since the social worker already has some idea as to the child's potential and actual academic achievement, an assessment is made to determine if the child's behavior problems can be attributed directly to school frustration. If the severity of the behavior problems far outweighs the severity

of the disability, the worker begins to probe for other factors affecting the child's ability to tolerate frustration. Information such as the family's attitude toward the school problems, the parents ability to work together and any history of emotional difficulties is gathered in order to achieve a clearer picture of the child's environment. While some of this information is obtained from the Developmental History Questionnaire, additional information is often supplied spontaneously by the parent during the interview.

If information obtained in this interview or supplied by the juvenile officer indicates a family problem, the worker approaches the parent to determine their willingness to meet as a family. It is stressed that all family members should be involved. It is important that the therapist's approach be viewed as non-critical. A meeting is suggested where all family members can express their ideas as to the nature of the problem. While some families openly welcome the idea of counseling, most approach it with some skepticism. Families that absolutely refuse to attend such a meeting generally have tried counseling and have met with little success. Under these circumstances, the therapist must select the next best appropriate treatment resource available, such as individual or group counseling coupled with remedial education.

Initial Interview

The social worker makes an appointment with the family at a time when all members living in the home can come. This can be a large group necessitating a comfortable room which accomodates all.

As an introduction, the social worker asks each family member to tell about themselves (name, age, school, grade, occupation, hobbies, and other interests). This personal interchange allows family members to relax. It is also important to find out if all family members know why they are there. There are times when some of the children have been shielded by the parents from the problem of the LD sibling. The therapist should be as honest as possible in explaining to the family why they are there.

Once everyone is clear on the purpose of the interview, each family member is asked to give his/her ideas as to the nature of the problem and what causes it. Each person must be able to give

individual views without interruption, and no one person's view is summarily discounted. Often, parents expand or clarify the children's viewpoints; this is especially true for the LD child if the parents view the child as handicapped and helpless. If a number of children appear unaware of any problems, the therapist should begin to wonder if problems in the family are talked about openly, for when families fail to openly discuss conflicts, one member often becomes the scapegoat.

After checking with everybody regarding what they see the problem to be, the therapist then inquires what solutions have been tried and what the results were. Discussion is initiated to determine if the parents agreed on the problem and to what extent they worked together on trying to solve it. Even if the parents do not always agree on the best solution, it is important that they work as a team, rather than undercut each other's attempts. If there are serious differences, it is fairly common to see the siblings align with one parent or the other. When this process continues for a lengthy period, the family may become immobilized, unable to resolve conflicts or make important decisions. When parents cannot agree on a consistent plan of action, parental authority becomes diffuse.

Near the end of the interview, the therapist summarizes how the family views the problem. If more than one view exists, then all should be mentioned. The therapist's view of the problem is then briefly presented. If the view is that the behavior or school problems have their roots in family relationships, a suggestion is made for family counseling. The therapist cannot command the family into therapy nor dictate the changes that need to be made. A set of treatment goals is usually achieved through negotiations, for it is rare that family members completely agree with all of the therapist's observations. Agreement may be reached on only one or two points, but this is often enough to begin the counseling process. As a result of this initial interview the therapeutic contract is made. This contract may be as simple as assisting the family in exploring the reasons for the number of differing views.

There are times when family therapy is not indicated, such as when families are able to bring conflicts to a final resolution and

when a clear structure for decision making is present. If behavior or school problems still exist, the therapist may want to suggest some other alternatives, such as group counseling to improve peer relationships, or perhaps a meeting with the child's teacher.

Whatever the outcome, it is extremely important that the initial interview be viewed as a time to engage the family in a process of mutual exploration and problem-solving. They must feel that they ultimately control their own future and that the therapist is available as a facilitator of that process.

Working with Group I Families

In Group I families, the common theme appears to be that the parents have never been made aware of their child's true potential. In situations where the family relationships are not too strained, a simple process of educating the parents to the child's realistic abilities may be sufficient. In these instances, some follow-up encouragement may be required, for the child will certainly test the parent's resolve to make him work up to expectations.

When the conflict level in the family is extremely high, it is doubtful that anyone would be able to make use of an educational approach. Each member attempts to enlist the therapist in a process of blaming the other family member. Parents enter treatment blaming the child, and the child may respond in a similar manner. Parents may blame each other, arguing that if the other only treated the child properly, the whole problem would be solved. The therapist must begin by scrupulously avoiding any coalitions and simply listening to all sides. It is helpful to point out that since everyone has the same goal, a quality education for the LD child, nobody is really to blame. Since the anger and frustration are probably an extension of the parent's guilt and frustration, the sooner the family is relieved of this, the sooner they will be willing to look at alternative methods of handling the problem. The therapist must continue to point out that nobody is at fault for causing the disability, but in their desire to help, parental authority may have become ineffective.

The processes are often the same for working with single parent families except that the guilt and frustration are often intensified

because the child caring parent has no one with whom to discuss possible solutions. The guilt may be compounded by their feelings that the divorce or death has brought an even greater hardship to the child. The therapist must begin to investigate all possible support resources for the parent. This may be a friend, relative, organization such as *Parents Without Partners*, or a religious group. As a last resort, the therapist may function directly as a resource, encouraging the parent to call when a problem arises. The single parent must be encouraged to be firm and consistent, but must also realize that it may take some time before they feel that they have the power to make their child change.

Working with Group II Families

Group II families are generally multi-problemed families in that more than one member experiences problems. Educating the LD child may not be considered a high priority problem. Even though the therapist may have a strong bias towards education, the family may view other problems as more pressing. A verbal contract should be constructed which rank orders problems in their order of importance to the family. Working with problems they consider important helps to build a trust in the therapeutic relationship enabling the therapist to direct part of each session towards the education of the LD child. This process helps the disorganized family to develop a systematic approach to problem solving which includes addressing the special educational needs of their LD child.

Termination

There does not appear to be any optimal period of time over which therapy is conducted. Some prefer to have a time-limited contract which can be re-negotiated or terminated when the agreed upon time is concluded. Others prefer to work with an open-ended contract whereby therapy is concluded by mutual consent. The former is probably most effective for families that appear to be extremely suspicious of the therapy process. A limited negotiated number of sessions often helps to reduce the resistance which families may have to being trapped into a period of therapy. The school program of Project L.E.A.R.N. lasts

for twelve weeks so there is generally an assumed commitment for at least this period of time.

Family Communication Workshop

The Family Communication Workshop is a planned program developed by the staff of Project L.E.A.R.N with the ultimate goal of engaging the family as a support system for the learning disabled child.

While only a selected group of families participate in family therapy, all parents are invited to attend a five-session Family Communication Workshop which is geared to enhancing communication between the parent and adolescent. Many of the families that are referred to our program have a great deal of difficulty dealing with the problems of the adolescents which are even more exaggerated in the LD child. These families are often caught in a power struggle with their children where there is no ultimate winner. The workshop encourages parents to try more productive ways of resolving these struggles by assisting families in breaking down old, dysfunctional communication patterns and replacing them with a simple , more effective system.

Composition of Groups

An ideal group size is between fifteen and twenty-five participants which makes the group large enough for the communication exercises, but not too large to provide individual attention. The workshop may be adapted to include children, but typically is presented to adults only. Children under twelve typically have difficulty understanding the material.

All parents of children in the program are invited to participate but attendance is not required. It has been noted, however, that families with severe communication problems which have persisted for a long period of time may not benefit greatly from this workshop - more intensive counseling usually being the more appropriate treatment.

Generally, two workshop leaders are required who alternately present the material and monitor the small group practice exercises. A large blackboard, film projector, and films are the necessary equipment. The group leaders must have access to a copy machine in order to reproduce handouts given to group members. A room for the workshop

should have enough physical space to allow participants to move about comfortably.

Parents may be contacted by telephone or letter giving them a brief description of the workshop. If they are interested, a more detailed letter is sent approximately one week prior to the starting date. The workshop is scheduled one evening per week for five consecutive weeks, each session lasting about two hours. The following is an outline of the five workshop sessions:

SESSION I:

A. The workshop begins with a role play, by the leaders, of a typical family argument, where some family rule is broken by the teenager (e.g., curfew, drugs, school problem).

Note: Most family members are quite nervous at the beginning of the first session, often wondering if the group leaders really understand their family's particular difficulty. This role play's goal is to ease the tension by presenting a situation in which most families find themselves. When the role play ends, the leaders will say something like, "If anybody doesn't recognize this situation, they are probably in the wrong room." This will generally cause some laughter and a comment from a group member that the group leaders have been listening in on their family's fights. Some families may not feel that the role play matches their experience exactly and it is often helpful to let them give a brief explanation of how their situation differs. It is important that members know what situations this workshop will deal with and any subsequent discussion lets members know that others have a similar problem.

B. Leaders present workshop overview. A written agenda for the five weeks is passed out and discussed.

Session I

- Introduction
- Whose Problem Is It?

Session II

- Active Listening

Session III

- Communication Styles
- Anger Without Insult

Session IV

- Mutual Problem Solving
- Films

Session V

- Speaker and film from Association for Children with Learning Disabilities

A brief outline of the skills to be covered is presented:

Active listening - listening in such a way as to help someone else solve his problem

Constructive confrontation - confronting undesirable behavior in such a way as to avoid insulting the other person or making the situation worse

Mutual problem solving - a technique for reaching an acceptable compromise when family members are at an impasse

Note: Outlining the agenda and group goals is helpful in that it specifically states what group members can expect from the workshop. In some cases it will help to limit the participants' expectations and in other cases it will help to expand them.

C. Group members introduce each other. Members are broken down into dyads and are asked to spend about five minutes telling something about themselves to their partner. The large group is then reassembled and each person introduces the person they have just met to the whole group.

Note: The introduction is a method of reducing the typical first meeting jitters. By getting to know one person more intimately, family members find it easier to talk about their problems. It is also helpful because members begin to realize that their problems are not unique.

D. Leaders teach the group to define "Whose Problem Is It?" (See Appendix M.)

1. Group leaders present a rational for determining who has responsibility for solving a problem in any given situation. "Should I take responsibility, should he take responsibility, or do we both need to take responsibility?"
2. The group is presented with various social situations where a decision must be made as to "whose problem is it."
3. Members discuss each situation and try to come to some decision.

Note: It is important that each family member become aware that they cannot personally solve every problem. Since a different skill is required for each type of problem (my problem, your problem, our problem), it is important that this differentiation be made.

SESSION II:

A. Review "Whose Problem Is It?" presented in Session I.

B. Presentation to group on Active Listening. It should be emphasized that this skill is only used when the other person must take responsibility for solving a problem.

1. Group leaders demonstrate how to paraphrase someone else's words for the factual content.
2. Group members are broken down into triads and are asked to practice this skill. One person presents a problem they are experiencing; one member tries to paraphrase for factual content, and one member is an observer. The role of the observer is to comment on the process in the triad. The roles in the triad are switched until each member is comfortable in using this skill.
3. Group leaders now demonstrate how to paraphrase someone else's words for the emotional content.
4. The process of practicing in the triads is repeated, this time for emotional content, until all are comfortable with this skill.
5. Discussion and questions about Active Listening.

Note: Since Active Listening is a very difficult skill to learn, the entire session is required to adequately cover it. Group leaders usually need to do several demonstrations before people feel comfortable enough to try on their own. The group leaders should walk from group to group to monitor progress and answer any questions. There are two important steps that should be emphasized throughout the session. (1) This skill is only used when it is determined that the other person has a problem that he must deal with and, (2) active listening does not mean agreement, but rather it is a technique to help the other person clarify the problem and his feelings about it.

SESSION III:

A. Review Active Listening skills from Session II.

B. Present four styles of communication that are likely to inhibit good communication and one style that will be helpful (see Peoplemaking by Virginia Satir, Behavior Science Books, Inc., Palo Alto, Calif. 1972):

Placater - one who avoids disagreements by giving in and making peace at any cost.

Distracter - one who avoids listening to problem situations by bringing up lots of irrelevant material.

Computer - one who listens with an unsympathetic ear and who feels that all problems should be solved with a rational yet sterile approach.

Blamer - one who feels that the other person is always at fault.

Leveler - one who listens with a sympathetic ear and tries to show a positive relationship between fact and emotion.

C. Allow group members to role play various social situations using different communication styles.

Note: This material shows communication foibles, often humorously, and uses exaggerated body positions to help emphasize problems. Group members often recognize the styles they have been using, can laugh about it, and then go on to try something different. It is helpful for group leaders to role play the first situation and then have the group members suggest and role play the others, one playing the parent and one playing the child. (If children are participating it is interesting to have a child play the parent role and a parent play the child role.)

D. Present the concept of Constructive Confrontation, a technique for handling situations in which "I have the problem." It is explained that in this situation one needs first to factually describe the situation that is troublesome, they must then express how they feel and follow that with a direct statement concerning what they want changed.

E. Present to the group various "I have a problem" situations and ask them to develop constructive confrontation statements.

Note: When developing constructive confrontation statements, group members should be urged to be as brief as possible. We emphasize that this technique will prevent family members from engaging in long-winded arguments that lead nowhere. It should also be pointed out to the group that they have learned two-thirds of the model. This should help them to realize that they are working with an organized approach. They should be urged to become more organized in their approach to family problems using the appropriate skill in the appropriate situation.

F. Leaders present how to use active listening skills and constructive confrontation in tandem.

Note: It should be explained to the group that the effects of a confronting statement can be that the other person becomes angry. At that point it is possible to use active listening skills to help calm the other person and re-define what it is they are angry about. In this way group members can defuse a potentially explosive situation and turn it into a productive discussion.

SESSION IV:

A. Present concept of Mutual Problem Solving (MPS).

1. Leader presents the circumstances under which MPS skills are used (we have problem).
2. The six steps for MPS are listed on blackboard and explained step by step (see Appendix N).
3. Group leaders role play a social situation using the Mutual Problem Solving skills.
4. The group is presented with a problem for which they must use MPS and are asked to go through the six steps.
5. Group members are broken down into dyads, with one person role-playing the adult and one person playing the child. They are presented a problem which can only be solved by MPS and are given fifteen minutes to come up with a solution. Group leaders monitor dyads and give assistance when necessary.
6. Each dyad must present their solution to the whole group and explain how they arrived at the solution.

Note: Mutual problem-solving is a systematic approach for two people to use for arriving at an acceptable compromise. Participants are urged to follow the rules step by step and are even given a list of the rules to refer to while practicing. It should be emphasized that at no time should a family member compromise their basic principles. This point is especially true for parents who feel that compromising with their kids means giving in. By urging parents not to compromise their basic principles of safety and concern, we have found that they are more likely to compromise on some of the smaller issues leading to a quicker solution of the problem.

7. A film* is shown which depicts two people using all of the skills that have been taught over the past four weeks.

8. Discussion of the film and questions about anything that has been presented over the past four weeks are conducted.

Note: The film that we use deals with marital problems, but the techniques in the film relate directly to what we have taught during the four weeks and are transferable to any relationship problem.

B. Homework sheets are handed out (see Appendix O).

Note: Instructions are included on the sheet for adapting them for those with low reading skills.

SESSION V:

A. Homework sheets are discussed and questions can be asked about a successful or unsuccessful encounter.

Note: It is a good idea to go over the homework particularly if one person tried to use some of the skills and it did not work out. The leaders can then ask the group member to re-enact the situation and allow the other group members to comment. It is much easier to understand and correct mistakes in this manner.

B. A film** is presented which discusses the link between juvenile delinquency and learning disability.

C. A speaker from the local chapter of the Association for Children with Learning Disabilities discusses the various educational resources for learning disabled students and suggests ways that parents can make the school experience more meaningful.

D. Leaders ask for verbal feedback from group members as to how they benefited or have been disappointed by the workshop.

Note: Comments positive and negative should be encouraged because the group members' evaluation is often helpful in planning for future groups. Group leaders should be careful not to comment on any of the participants statements nor should they explain why something was presented in a particular way. These comments from group leaders are often viewed as defensive and inhibit comments from the group.

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* See film *Handling Marital Conflicts*, McGraw Hill Films, 110 15th St., Del Mar, California 92014.

** See film *The Reluctant Delinquent*, Motorola Tele Program, 4825 N. Scott, Schiller Park, Illinois 60176.

E. Each participant is asked to fill out a written evaluation of the workshop (see Appendix P).

Note: This written evaluation is particularly beneficial when the format is altered. Also, people are more likely to give critical feedback if they know that they will not have to sign their name.

Adolescent Counseling Groups

Format

The social work staff conducts group counseling sessions twice a week for all adolescents participating in the Project L.E.A.R.N. program which are ongoing for the duration of their time in the program. The optimal size for groups seems to be six to eight participants. A room comfortable and free from distractions makes a proper setting for the group. Social workers and participants sit in a circle of chairs and the atmosphere is relaxed with the participants invited to eat snacks or smoke.

The group process usually commences with people sharing informally with one another. A group member may bring up an area of concern and the group may focus on that issue or, to stimulate discussion, the social worker may introduce a topic for exploration.

Confidentiality of information shared within the group is a rule established in the first session. What goes on in the group stays in the group. Youngsters are encouraged to be careful about what they say and not share something they may later regret that they revealed.

How Goals are Established

The overall goals for the groups are to provide a safe place for adolescents to discuss any issues they feel a need to discuss, to develop socialization skills with peers, and to clarify values by discussion of hypothetical situations. Frequently, there are specific goals for individual group members which are developed by group leaders. Such goals might be: learning to think, speaking up for oneself, gaining group recognition via options other than acting like a clown, scapegoat, or tough guy.

The leaders encourage the use of peers as a resource in problem-solving and peer relationships as a means to increase self-esteem and

and confidence. Peer group counseling was selected as a treatment modality because of the importance of peers during adolescence. Adolescents frequently find it easier to accept suggestion or confrontation from peers than from adults. The group provides an excellent opportunity to try out new behaviors in a safe setting.

Sample Topics

The following is a list of "discussion openers" used for their appeal and/or relevance to adolescents.

- Which things in life do you need to survive vs. what you want to have?
- If you were out in the woods with a gun, hatchet, and tent, how would you survive?
- If you inherited a million dollars what would you do? Continue present life style? Work? Spend? Travel? Move? Share?
- If you were going to die in six months, would you make any changes in your life style?
- If a parent or good friend were going to die in six months, would you make any changes? If so, what would you change?
- How do you let someone who has power over you (parent, teacher, police) know that you are angry? Would you do it differently with these three people? How do you get someone who has power over you to consider making changes? Is it ever okay to hit an adult?
- Which would you find most upsetting about a close friend?
  1) selling drugs to grade school children
  2) involvement with a homosexual person
  3) stealing from another friend
- Is it ever okay to lie (cheat, steal, etc.)? If so, when? What would you do if you found your younger brother/sister stealing? Taking pills?
- Who is responsible for pregnancy? Who should make decisions when a teenage pregnancy occurs? (Teens only or their parents also?) What are your feelings about pre-marital sex? Adoption? Birth control? Abortion? Single parenthood? Teenage marriages? Would you leave town? Could a single father raise

a child as well as a single mother? Would you ever let your parent help raise your child? If you disagreed about limits for the child with you parent or spouse, who should have the final say?

- What makes me feel angry is... (alternatives - sad, happy, competent, powerful, comfortable, etc.)*

These hypothetical situations are presented by the social work staff to start conversation only when a topic doesn't emerge naturally from the group process. Frequently, group members share different viewpoints, learn to confront each other, and verbally hold their own ground with peers. Presenting topics in a non-judgemental, neutral, exploratory style allows youngsters to consider problems which they might feel uncomfortable introducing as a personal concern.

The leader's goal is to facilitate development of problem solving skills rather than arrive at a group consensus on any one particular problem.

Field Trips

Occasionally, as an alternative to the group discussion format, field trips are planned which are social, educational, or vocational in nature. This provides the staff with an opportunity to see how the youngsters handle themselves in an informal situation. Field trips allow for the group to practice planning skills, if that is desired. They also provide multi-sensory experiences which broaden and enrich the classroom program.

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* Several hypothetical situations used come from a book Value Clarifications: A Handbook of Practical Strategies for Teachers and Students. Sidney B. Simon, Leland W. Howe, Howard Kirchenbaum, Hart Publishing Company, Inc., New York, 1972.

CHAPTER 5: ORGANIZATION, MANAGEMENT, RESEARCH AND EVALUATION

Introduction

Organization

Interactional Patterns

Space and Equipment

Research into Incidence and Offense Variables

Evaluation

Population Characteristics

Dissemination of Information

Introduction

Project L.E.A.R.N. is housed within the St. Louis County Juvenile Court Center existing as a component of services provided by the court to the adolescents that fall within its jurisdiction. The administration of this program by a court system has the advantage of accessing a population of children that has been separated from the educational system and utilizing court authority to re-engage these children in the educational process. In this respect the juvenile officer monitors the student's participation in the program.

Organization

The organizational chart of Project L.E.A.R.N. is presented on page 60 . Program staff consists of: project director, treatment coordinator, psychometrist, two social workers, two teachers, a job specialist and an executive secretary. (See Appendix Q for job descriptions). There is also an LD specialist who consults with project staff four hours per month and an evaluation specialist who is involved for approximately the same amount of time.

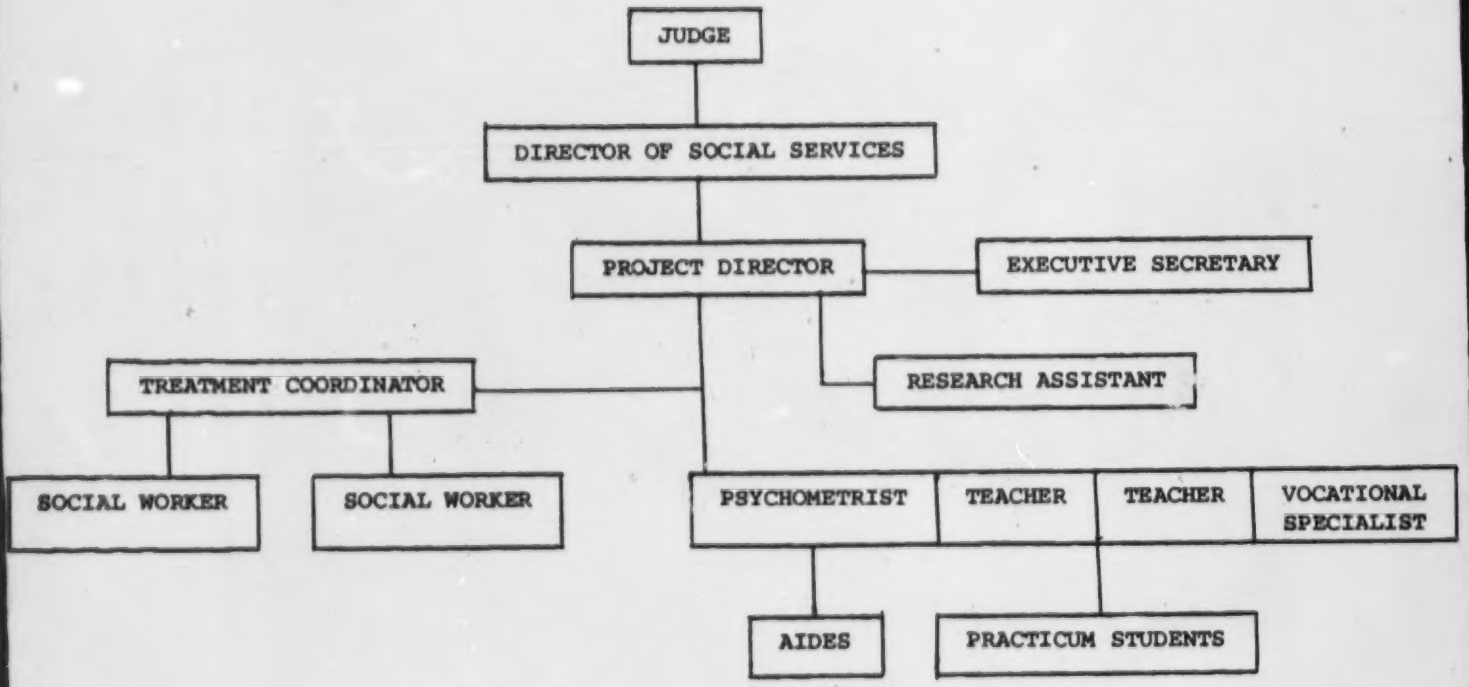
The program is set up to utilize graduate level students on a part-time basis in the classroom. The supervision and training of these students is negotiated with the local universities. Volunteers are also utilized to assist in test administration of children in detention. These volunteers must have a bachelor's degree and participate in a training program involving twenty hours of instruction and supervision.

Interdisciplinary team meetings are held weekly to complete the diagnostic process and plan for children who enter the program (see Interdisciplinary Staffing, page 20). Staff meetings of an administrative nature are held on a monthly basis. Staff training has included participation in local and national workshops, seminars and conferences.

Interactional Patterns

The Project L.E.A.R.N. Interactional Matrix describes the inter-

Administrative Chart



relationships existing among project staff, court staff, program participants and community resources. (See page 62.)

The Project Director divides her time between administration, staffing, evaluation and research, and dissemination of information activities. The half-time Treatment Coordinator assigns treatment responsibility to her staff and supervises their activities. She also shares responsibility for dissemination of information along with the Project Director. The Social Workers are responsible for collection of developmental and behavioral data from the parent as part of the assessment and evaluation-research procedures. The core of their responsibility, however, is the development and application of the treatment program, as well as serving initially as the liaison agent between the parents and the project staff by participation in the IEP conference. The Psychometrist conducts the initial testing, plus the testing for assessment and is responsible to the interdisciplinary team for test interpretation. Aides assist in the initial testing process only. Teachers perform both the pre-classroom and post classroom academic testing which relates to the assessment process, the IEP conference, the staffing, academic and evaluation-research phases of the program. During the summer months, practicum students assist the teachers in classroom instruction and with the IEP conference. The vocational plan is developed during the staffing process and is implemented and carried out by the Vocational Specialist throughout the vocational, evaluation - research, and follow-up stages of the project. The Research Assistant gathers data from various components of the project, designs and carries out special research projects to be used in the dissemination of information phase. The Executive Secretary is involved in every phase of the project with the exception of the IEP conference, academic, vocational and treatment components of the project.

The court personnel involved are the Deputy Juvenile Officers (DJOs) and other court staff. Although the other court staff participate only during the referral, follow-up and dissemination of information stages of the program, the DJOs in addition to these stages also interrelate with the staffing, academic, vocational, treatment and

Interactional Matrix

STAFF	Referral	Initial Testing	Assessment	Staffing	I.E.P. Conference	Academic Program	Treatment Program	Vocational Program	Follow-up	Evaluation-Research	Administration	Dissemination of Information
Project Director				X						X	X	X
Treatment Coordinator			X	X			X				X	X
Social Workers			X	X	X		X			X		X
Psychometrist		X	X	X								
Aides		X										
Teachers			X	X	X	X			X	X		X
Practicum Students					X	X						
Vocational Specialist				X				X	X	X		
LD Consultant				X								
Research Assistant										X		X
Executive Secretary	X	X	X	X					X	X	X	X
COURT PERSONNEL												
DJOs	X			X		X	X	X	X			X
Other Court Staff	X								X			X
COMMUNITY												
School Personnel	X			X		X		X	X			X
Residential Placement Personnel	X			X					X			X
Vocational or Employment Personnel								X	X			
PARTICIPANTS												
Children		X	X		X	X	X	X	X	X		
Parents	X		X		X		X		X	X		

follow-up phases. All referrals must be channeled through a DJO, however, they can be initiated by a community source.

School personnel may participate in the staffing or be involved in the academic, vocational and follow-up phases. Involvement of residential placement staff is limited to staffings and the follow-up procedures. Vocational and employment personnel become involved in the vocational and follow-up processes.

The children are actively participating in the following phases of the project: initial testing, assessment, IEP conference, academic program, treatment program, vocational program, evaluation-research, and follow-up. Due to the voluntary nature of this project, parents must be involved in the referral process. They then actively participate in the assessment, IEP conference, treatment program, evaluation-research, and follow-up stages of the project.

Dissemination responsibility is shared by the Project Director, Treatment Coordinator, Teachers, Social Workers, Research Assistant, and Secretary, although the bulk of this is carried out by the Project Director. In the context of seminars, dissemination of information also involves DJOs, other court staff, school personnel and residential placement personnel. The Project Director, the Treatment Coordinator and the Executive Secretary carry the major administrative responsibilities as well as contact with other court staff.

Space and Equipment

A diagram of the Project L.E.A.R.N. facility can be found in Appendix R. The program is housed in a unit of the detention facility which has been adapted to project needs. There are two classrooms within the unit, each containing room for five student desks, and a teacher's desk as well as a mobil materials cart. Space is available for individual staff offices and a multi-purpose conference area. One staff office has been adapted for a group therapy room and and is used exclusively for this purpose. The secretary's office is centrally located and adjacent to the supply room.

A list of the major equipment is as follows:

Sperry Remington Typewriter
A.B. Dick Model 625 Copier
A.B. Dick Fluid Duplicator
5 Calculators
3 Tape Recorders with Headsets
Singer Auto-Vance III Filmstrip and Cassette Player
Educational Systems, Inc. Listening Center

Research into Incidence and Offense Variables

During the initial phase of program operation, data obtained on children routinely tested while in detention was analyzed to determine incidence of LD and the relationship of LD to offense variables. LD was defined as the discrepancy between intelligence and academic achievement as measured by the Myklebust Learning Quotient (LQ). This permitted a classification of LD in terms of degree with mild LD adolescents falling a minimum of two grade levels behind in academic achievement and severe LD adolescents falling four to six years behind in academic achievement.

During the first nine months of operation, 125 detained adolescents were routinely screened. Of these adolescents, 16 percent tested within the mentally retarded range (IQ below 79), seven percent were in the non-LD group, and 77 percent were classified LD. The LD group was further classfied as 46 percent mild and 31 percent severe. Social and sexual breakdown of these groups are as follows: 49 white males, 40 black males, 32 white females and 4 black females.

The offense histories of the LD subjects were then reviewed to determine number and severity of offenses. The severity of offense history was categorized into five levels: Level I, exclusively status and victimless offenses, Level II, minor property offenses, Level III, more serious property offenses, Level IV, less serious assaultive offenses and Level V, major assaultive offenses.

The offense histories of these LD youths revealed a relationship between degree of LD and number of offenses, the direction being the more severe the LD, the larger the number of offenses. For the LD

children there was also a relationship between severity of LD and severity of offenses - the mild LD youth having a preponderance of referrals for the less serious offenses while the severe LD youths were divided equally among the offense categories. At the same time, age, race, and intelligence levels were not predictors of number or severity of offenses. It is believed that the findings of this research study have implications for rehabilitation programs that are developed within the Juvenile Justice System.

Evaluation

The following evaluation data is routinely gathered by project staff:

1) Academic Achievement - The Woodcock Reading Test and Key Math Test are administered to students prior to entering the classroom and upon completion of the academic program.
2) Child's Behavior - The social work staff administers the Devereux Adolescent Behavior Checklist to parents of students prior to entering the classroom and upon completion of the academic program.
3) Educational Placement - Post classroom placement in community educational or vocational site is recorded by teacher.
4) Time in Placement - Weeks in educational or vocational post classroom placement are recorded by teachers.

Population Characteristics

During the initial eighteen months of operation, Project L.E.A.R.N. served a total of 374 students at the following levels of service:

Initial testing	374
Assessment	213
Classroom	95

Characteristics of the population served are as follows:

Average age:	14.62
Age range:	9-19
Average # of offenses:	4.26
Range of offenses:	1-19
Last grade enrolled:	8.0
Intelligence:	
Verbal IQ	85
Performance IQ	94
Full Scale IQ	90

Preliminary results on pre and post classroom academic testing data is presented in Table No. 1. As can be seen from the table, students show an increment in grade level scores across all subtests of the Key Math which is statistically significant at the .001 level and which represents approximately two-thirds of an academic year gain during the twelve week class period. On the three subtests of the Woodcock that were administered, two of the subscales show a significant gain in academic functioning. Evaluation data at this point in time is preliminary. A full evaluation report on Project L.E.A.R.N. will be completed in December of 1979.

Dissemination of Information

Dissemination efforts have been directed to two distinct targets: community and national sites. During the initial program year, dissemination activity was focused on the local community. For this purpose an inexpensive brochure was developed by project staff. A series of meetings were conducted with involved community agencies. Press releases were published in local newspapers and professional newsletters. Radio and television interviews were conducted and presentations were made to local and special interest groups. A dissemination list was formulated from requests for information. Also, during this period, a series of training programs was conducted for juvenile court staff, community residential sites and personnel in other agencies that would be participating in program activities. The following training workshops were presented:

TABLE NO. 1

Key Math	x_1	x_2	t	Sig. Level	N-1 df
Numeration	5.26	5.38	- .63	Non	28
Fractions	5.36	6.06	- 3.70	.001	28
Geometry	5.35	6.35	- 5.65	.0001	28
Addition	5.53	5.98	- 1.52	Non	28
Subtraction	5.65	6.65	- 4.10	.0001	28
Multiplication	5.65	6.37	- 2.01	.05	28
Division	5.54	6.23	- 2.35	.03	28
Mental Computation	6.04	6.21	- .62	Non	28
Numerical Reasoning	5.64	5.16	- 1.94	.06	28
Word Problems	6.02	6.38	- 1.55	Non	28
Missing Elements	7.66	8.59	- 2.46	.02	28
Key Math Total	5.70	6.39	- 8.24	.0001	28

2/3 of an academic year

Woodcock					
Letter Identification	7.73	9.94	- 3.00	.005	29
Word Identification	4.59	5.03	- 3.65	.001	29
Word Attack	4.70	5.09	- 1.64	Non	28

Identifying the LD Child on Your Caseload
Psychiatric Aspects of LD
The LD Child in the Classroom
Survival Curriculum for the LD Adolescent
Interpretation of Intelligence and Academic Subtest Scores

During the second program year dissemination efforts were directed to a national level with presentations to national juvenile justice and educational groups. Publications describing the program and the results of the research study were submitted to the following professional journals: *National College of Juvenile Court Judges; Learning Disabilities Quarterly; Journal of Learning Disabilities; Crime and Delinquency.*

Also during this year, a slide show was developed describing program activities. This show is utilized regularly for training purposes on a local and national level and is available for showing for purposes of training and replication. A more detailed brochure has been developed and made available for distribution. Also during this period, the replication manual was finalized and made available to persons requesting information, and potential replication sites.

APPENDIX

A. Project L.E.A.R.N. Referral Form

B. Developmental History Questionnaire

C. L.E.A.R.N. Diagnostic Classification System

D. Interdisciplinary Team Staffing Report

E. I.E.P.

F. Math Survival Skills Test

G. Progress Graph

H. Final Educational Report

I. JRT Pre/Post Test

J. Application Pre/Post Test

K. Mock Interview Procedure

L. Making Sure Your Paycheck is Right

M. Whose Problem is It?

N. Six Steps for Mutual Problem Solving

O. Home Assignment

P. Parent Communication Workshop Evaluation

Q. Job Descriptions

R. Diagram of Facility

A.1

Project L.E.A.R.N. Referral Form

DATE: 6-7-78

SUPERVISOR'S SIGNATURE

JUVENILE NO. S09378501 DJO F. Stiffelman PHONE 889-3675

NAME Karen Hayes DATE OF BIRTH 1-3-62 SEX F RACE Cau.

ADDRESS 12160 Conley (Woodlawn Manor) HOME PHONE 878-5985

PARENTS OR GUARDIAN:

MOTHER Jean Moore HOME PHONE 427-6398 WORK PHONE 967-9384

OCCUPATION Loan officer EDUCATION 11th

FATHER Clarence Hayes HOME PHONE 687-3120 WORK PHONE

OCCUPATION Foreman EDUCATION 11th

IN SCHOOL: SCHOOL DISTRICT St. Charles

SCHOOL ADDRESS

PERSON TO CONTACT PHONE

OUT OF SCHOOL: LAST SCHOOL ATTENDED St. Charles High School

ADDRESS St Charles, Mo. GRADE LAST COMPLETED 8th

PERSON TO CONTACT Mr. Bob Williams PHONE 831-7294

REFERRAL HISTORY TO COURT 5 Referrals - All runaways

REASON FOR REFERRAL TO PROGRAM Karen wants to get her G.E.D. Her reading level is very low and perhaps she can be helped enough to get a G.E.D. (Suspect dyslexia.)

CURRENT SITUATION See attached Social Summary.

IS THE FOLLOWING MATERIAL AVAILAHL E ON THE CHILD?

- [ ] PSYCHIATRIC
- [ ] PSCHOLOGICAL
- [ ] SPECIAL SCHOOL DISTRICT REPORT
- [x] SOCIAL HISTORY
- [ ] SCHOOL REPORT

(PLEASE ATTACH AVAILABLE MATERIAL)

A.3

SOCIAL SUMMARY

RE: Karen Hayes

DJO: Frances Stiffelman

Karen is currently residing at the Woodlawn Manor Group Home, as a result of numerous runaways. There has been a history of family instability with Karen recently being shifted from parent to parent. Karen's natural parents were divorced in 1966. From that time until 1975, both Karen and her sister lived with their mother in St. Louis. When the mother remarried, conflicts developed between the girls and their stepfather, Mr. Moore, who when he became angry, would allegedly beat the girls and/or his wife.

In February, 1975, Mr. Hayes brought the girls into his home, because the situation between the girls and their stepfather seemed serious. Karen remained four months, then returned to mother's home. In February, 1976, Karen again went to stay with father and remained there until placement at Woodlawn. Her status in father's home had always been tenuous, characterized by runaways, stealing money from relatives and neighbors, an accidental drug overdose (resulting in hospitalization at St. Vincent's),smoking marijuana, and drinking. Many of the reasons as to Karen's acting out come directly from the home where the father is passive or uncommunicative and the stepmother is strict and believes in corporal punishment. There have been and continue to be many arguments between the parents in this issue.

Currently, Karen's adjustment at Woodlawn is shakey. She doesn't follow house rules and frequently comes in well past required time. She does not respond to authority. She appears to act out impulsively and seeks immediate gratification. She presents a tough image and seems to feel no remorse for her behavior.

ROOL.

Special School District of St. Louis County, Missouri

12110 Clayton Road, Town & Country, Missouri 63131

Student's Name KAREN HAYES Parent or Guardian JEAN MOORE

Birthdate 1-3-62 Address 14 EVERGREEN DR.

Sex Female ST. CHARLES, MO. 63301

I hereby give my permission to the Special School District of St. Louis County, Missouri to release the following information:

- ☐ All Student Information
- ☐ Medical Report
- ☐ Complete Clinic Evaluation Report
- ☐ Teacher Evaluation Report
- ☐ Psychological Report
- ☐ Attendance Report
- ☐ Speech and/or Hearing Report
- ☐ Itinerant Report (please specify) _____
- ☐ Other (please specify) _____

This information is being released for the following reasons:

- ☐ Educational
- ☐ Medical
- ☐ Other (please specify) _____

To: St. Louis County Juvenile Court
501 S. Brentwood
Clayton, Missouri 63105

Jean Moore

Signature, Parent, Guardian or Eligible Student

6-7-78

Date of Signature

A.5

PROJECT L.E.A.R.N.

CONSENT FORM FOR L.D. REFERRALS

I (We), JEAN MOORE _____, the parent (s) of KAREN HAYES _____, do understand that my child is to complete a testing program for the purpose of identifying a possible learning disability. I (we), also, understand that this will require my (our) cooperation and consent.

Jean Moore
Mother

_____
Father

6-7-78
Date

PROJECT L.E.A.R.N.

Consent Form For Research

As a participant in Project L.E.A.R.N., I understand that any material obtained by the staff of the project can also be used for research. However, I realize that my name will be excluded when used for research to insure confidentiality.

Signed: Karen Hayes
Child

Jean Moore
Parent/Guardian

Parent/Guardian

Date: 6-7-78

A.7

PROJECT L.E.A.R.N.

St. Louis County Juvenile Court
501 S. Brentwood
Clayton, Missouri 63105

RE: KAREN HAYES

I (We) the undersigned, do hereby authorize Project L.E.A.R.N. to furnish the above-named child's school full and accurate information obtained while said child was enrolled in Project L.E.A.R.N.

I (We) hereby release Project L.E.A.R.N. from any liability for information furnished pursuant to this authorization.

Parent: Jean Moore

Parent: _____

Address: 14 Evergreen Dr. St Charles

Date: 6-7-78

PROJECT L.E.A.R.N.

St. Louis County Juvenile Court
501 South Brentwood Blvd.
Clayton, Missouri
(314) 889-2780

AUTHORIZATION FOR RELEASE OF INFORMATION

TO: ST. CHARLES HIGH SCHOOL
(Insert name of present or last school attended)

I (We) the undersigned, do hereby authorize the above named school to furnish to Project L.E.A.R.N. full and accurate information regarding student history covering grades K through present including: attendance, achievement test scores, IQ test scores, behavior reports, grades and pertinent medical and social information regarding the undersigned. I (We) hereby release Project L.E.A.R.N. from any liability for information furnished pursuant to this authorization.

Child's Name KAREN HAYES

Signed Jan Hayes

Signature of Spouse _____

Address 14 Evergreen Dr St Charles

Date 6-7-78

Return information to _____
Project L.E.A.R.N.
St. Louis County Juvenile Court
501 S. Brentwood
Clayton, Missouri 63105

B.1

Developmental History Questionnaire

Filled out by: JEAN MOORE
Relationship: MOTHER
Date: 6-5-78

Name: KAREN HAYES
Dob: 1-3-62
DJO: F. STIFFELMAN.

I. MEDICAL

1. What was length of pregnancy?

A 4 months and under
B 5-7 months
(C) 8-9 months
D over 9 months
E don't know

---

2. Were there any significant medical problems with mother? (drug ingestion, alcoholism, chronic smoking, nutrition, rubella, toxima, tumors, diabetic, nypo-thyroid, hyperthyroid, hydramnios, placenta previa, abrupto infections, etc.) If yes, explain _____

A yes
(B) no
E don't know

---

3. Were there any significant medical problems with baby while you were pregnant? If yes, explain _____

A yes
(B) no
E don't know

---

4. Did mother have prenatal care? If so, starting in what month? 1st

(A) yes
B no
E don't know

---

5. Age of father at birth? 34

A 15-20
B 21-30
(C) 31-40
D over 40
E don't know

---

6. Age of mother at birth ? 30

A 15-20
(B) 21-30
C 31-40
D over 40
E don't know

7. What was weight of child at birth?

8lbs. 4oz.

A below 5 lbs.
B 5lbs. - 6lbs.15ozs.
(C) 7lbs. - 8lbs.15ozs.
D 9lbs & over
E don't know

---

8. Was birth assisted by forceps?

A yes
B no
(E) don't know

---

9. Did baby cry spontaneously at birth?

A yes
B no
(E) don't know

---

10. Did baby breathe spontaneously at birth?

(A) yes
B no
E don't know

---

11. Was there an R.H. blood problem at birth?

A yes
(B) no
E don't know

---

12. Were there any other special medical problems at birth - viral infection, Cesp Herpes Siniplex Homiuis , blood clots, convulsions, cyanotic (blue) spells, metabolic imbalance, severe dehydration, meningitis, or other infection of C.N.S. head trauma, nutritional deficiencies, P.K.U. Disease? If yes, explain _____

A yes
(B) no
E don't know

---

13. Did physical growth appear normal? If no, please explain _____

(A) yes
B no
E don't know

---

14. Did child ever have any major illnesses, hospitalizations, injuries? If yes, explain Age 4-Concussion, Fell from 2nd floor, hospitalized 3 days, no problem afterwards. Tonsilectomy

(A) yes
B no
E don't know

---

15. Did child ever have to take any medication over prolonged period (6 months)? If yes, explain _____

A yes
(B) no
E don't know

---

16. Did child ever experience a dangerously high fever? If yes, explain _____

A yes
(B) no
E don't know

17. Did child ever experience a serious head injury? If yes, explain See Question # 14.

(A) yes
B no
E don't know

18. Did child ever have a neurological exam? If yes, explain _____

A yes
(B) no
E don't know

19. Does your child ever appear to be in a trance or "off in another world" when you are speaking to him?

A yes
(B) no
E don't know

20. Has your child ever had any seizures or convulsions? If yes, explain _____

A yes
(E) no
E don't know

II. COORDINATION

21. When was your child able to sit up?

(A) younger than 6 mos.
B 6-9 mos.
C 10-12 mos.
D over 12 mos.
E don't know

22. When was your child able to crawl?

7-8 mos.

A under 6 mos.
(B) 6-12 mos.
C over 12 mos.
D never
E don't know

23. When was your child able to pull self up?

10

A under 6 mos.
(B) 7-11 mos.
C 12-15 mos.
D over 15 mos.
E don't know

24. When was your child able to walk?

11

(A) 6-11 mos.
B 12-15 mos.
C 15-17 mos.
D 18 mos. and over
E don't know

25. When was your child able to ascend stairs?

87

A 6 mos. and over
B 7-12 mos.
C 13-18 mos.
D 19 mos. and over
(E) don't know

26. When was child able to descend stairs?

A 6-12 mos.
B 13-20 mos.
C 21-30 mos.
D over 30 mos.
(E) don't know

---

27. When was your child able to ride tricycle?

(A) under 3 years
B 3 yrs. - 4 yrs.
C 5 yrs. and over
D never
E don't know

---

28. Did your child ever have trouble mastering a bicycle?

A yes
(B) no
E don't know

---

29. Was your child awkward when playing, such as stumbling, bumping into things, running into people, difficulty catching things?

A yes
(B) no
E don't know

---

30. Did your child ever appear to be accident prone? when young, fell a lot.

(A) yes
B no
E don't know

---

31. Did your child seem to have an awareness of dangerous situations?

A yes
(B) no
E don't know

---

32. Did your child have trouble learning right from left (hands or feet)?

A yes
(B) no
E don't know

---

33. Did your child have trouble staying within the line when coloring?

A yes
(B) no
E don't know

---

34. Does your child have trouble staying on the line when writing?

A yes
(B) no
E don't know

---

35. Is your child's handwriting readable?

A yes
(B) no
E don't know

---

36. Could your child play the sports that other children his age could play?

(A) yes
B no
E don't know

---

37. Did you ever notice (or did teachers ever tell you) that your child had difficulty using a scissors?

A yes
(B) no
E don't know

III. SPEECH AND HEARING

38. Was your child able to make the usual infant noises, babbling, gurgling?
(A) yes
B no
E don't know

39. Was your infant able to make his/her wants known?
(A) yes
B no
E don't know

40. When was your child able to say his/her first words?
A 7 mos. and under
B 8-17 mos.
C 18-24 mos.
D 25-36 mos.
(E) don't know

41. When was your child able to speak in two word sentences?
A 15 mos. and under
(B) 16-24 mos.
C 25-36 mos.
D over 36 mos.
E don't know

42. Was your child more prone to gestures than words?
A yes
(B) no
E don't know

43. Did your child ever have a speech problem? If yes, explain _____
(B) no
E don't know

44. Did you ever have to tell your child something 3 or 4 times before you felt that he understood you?
A yes
(B) no
E don't know

45. Does your child have difficulty expressing his thoughts (e.g., scrambling words in a sentence, lose sequence when talking, lose track of what he's trying to say)? If yes, explain _____
A yes
(B) no
E don't know

46. Have you ever noticed that your child's grammar is particularly bad?
A yes
(B) no
E don't know

IV. VISUAL

47. Did your child ever have difficulty discriminating differences in color, form, shapes, or sizes? If yes, explain _____
A yes
(B) no
E don't know

48. Did your child ever reverse or rotate letters?
A yes
(B) no
E don't know

49. Did your child ever have difficulty assembling simple puzzles? One of Favorite pastimes
A yes
(B) no
E don't know

50. Did your child ever lose his place on the work page?
A yes
(B) no
E don't know

51. Does your child have any diagnosed visual problem? If yes, explain _____
A yes
(B) no
E don't know

52. Have you ever noticed your child reading using only one eye?
A yes
(B) no
E don't know

53. Does your child read with the book too close to his eyes?
(A) yes
B no
E don't know

54. Does your child prefer reading or watching T.V. while lying on the floor?
(A) yes
B no
E don't know

V. SOCIAL/EMOTIONAL

55. As an infant, did your child appear to be either overly active or overly passive?
(A) active
B passive
C normal
E don't know

56. As an infant did your child seem to be very irritable? If yes, explain _____
A yes
(B) no
E don't know

57. As an infant did your child enjoy being held? If no, explain wanted to lay in bed
A yes
(B) no
E don't know

58. Did you enjoy holding your child? If no, explain _____
(A) yes
B no
E don't know

59. Did your child ever engage in head banging? If yes, at what age did it stop? _____

A yes
(B) no
E don't know

---

60. Did your child ever seem to do a great deal of rocking? If yes, at what age did it stop? _____

A yes
(B) no
E don't know

---

61. Was your child a good or poor sleeper? If poor, explain _____

(A) good
B poor
E don't know

---

62. Did your child enjoy exploring?

(A) yes
B no
E don't know

---

63. Was your child comfortable with strangers?
Preferred men

A yes
(B) no
E don't know

---

64. At what age was your child bladder trained?

A 18 mos. and under
(B) 19-30 mos.
C 31-36 mos.
D over 36 mos.
E don't know

---

65. At what age was your child bowel trained?

A 18 mos. and under
(B) 19-30 mos.
C 31-36 mos.
D over 36 mos.
E don't know

---

66. Did your child ever have any extended periods of soiling or bedwetting after he was trained? If yes, at what age? 7 yrs.

(A) yes
B no
E don't know

---

67. Was your child able to amuse himself?

A yes
(B) no
E don't know

---

68. Did your child seem to get frustrated easily?

(A) yes
B no
E don't know

---

69. When he became frustrated, did he throw a temper tantrum? At what age did it stop? ____
Pouted

A yes
(B) no
E don't know

---

70. When he became frustrated did he hold his breath? At what age did it stop? _____

A yes
(B) no
E don't know

71. When he became frustrated did he destroy property? At what age did it stop? _____

A yes
(B) no
E don't know

---

72. When he became frustrated did he hurt himself? At what age did it stop? _____

A yes
(B) no
E don't know

---

73. Did your child enjoy playing with other children?

(A) yes
B no
E don't know

---

74. Were your child's friends mostly older, younger, same age, or did he show no preference?

A older
B younger
C same age
(D) no preference
E don't know

---

75. Did your child spend a lot of time daydreaming?

A yes
(B) no
E don't know

---

76. When your child got into fights was he more often the aggressor, the victim, both or neither?

(A) aggressor
B victim
C both
D neither
E don't know

---

77. Did it seem as if your child was constantly in motion? (hyperactive)

(A) yes
B no
E don't know

---

78. Could your child stay with one activity until a completion?

A yes
(B) no
E don't know

VI. SCHOOL

79. Did your child ever attend a pre-school program? If so, at what age _____

A yes
(B) no
E don't know

---

80. Did he attend because of a special behavior or learning problem?

A yes
B no
(C) did not attend
E don't know

---

81. Was your child able to function successfully in program? If not, why not _____

_____

_____

A yes
B no
(C) did not attend
E don't know

82. Did your child attend kindergarten? If so, what age 5

(A) yes
B no
E don't know

---

83. Did your child change elementary schools often? If more than 1 change, how many and why _____

(B) no
E don't know

---

84. Was your child ever retained in any grade? If yes, what grade and why _____

(B) no
E don't know

---

85. Did your child ever attend a special school? If yes, why and where _____

(B) no
E don't know

---

86. Have teachers ever considered your child a behavior problem (such as a loner, class clown, belligerent)? If yes, explain _____

(A) yes
B no
E don't know

Class clown

---

87. Have you ever noticed any other school related problem, such as refusing to do school work, refusing to attend, faking illness? If yes, explain _____

(A) yes
B no
E don't know

---

88. Did your child ever have difficulty learning to read?

(A) yes
B no
E don't know

---

89. Would you consider your child's early school adjustment to be good, average, or poor?

A good
(B) average
C poor
E don't know

---

90. What grade did school problems first begin?

Kindergarten - "Hard-headed" Trouble accepting someone telling her what to do.

A 1-3
B 4-6
C 7-9
D 9-12
E don't know

VII. FAMILY HISTORY

91. Has any other member of your family ever been diagnosed as learning disabled? If yes, explain _____

A yes
(B) no
E don't know

92. How far did child's father go in school? 11th

A 8th grade or below
(B) 9-12
C college
D don't know

93. How far did child's mother go in school? 11th

A 8th grade or below
(B) 9-12
C college
D don't know

94. Did child's father repeat any grades?

A yes
(B) no
E don't know

95. Did mother have to repeat any grades?

A yes
(B) no
E don't know

96. Did father have any particularly difficult subjects? If yes, which one _____

A yes
(B) no
E don't know

97. Did mother have any particularly difficult subjects? If yes, which one _____

A yes
(B) no
E don't know

98. Did father have behavior problems in school?

A yes
(B) no
E don't know

99. Did mother have behavior problems in school?

A yes
(B) no
E don't know

Developed by: Sue Ashwell
Lee Onkeles

L.E.A.R.N. Diagnostic Classification System

I. No Problem

A. Average to above average IQ (Full Scale WISC-R above 85)
B. No evidence of modality deficts
C. Functioning within two grade levels of expectancy

II. Learning Problem

A. Unable to perform at expected grade placement
B. In need of special assistance to function adequately in school
C. Functioning two years or more below grade level

1. Satisfactory Slow Learner - adolescents whose verbal and performance IQ both fall below 85, full scale IQ between 75 and 85. Those who are achieving two years or more below grade level, but functioning satisfactorily considering learning ability (5th grade or above in math and reading)

2. Discrepancy/Underachiever - verbal or performance IQ is 85 or above and full scale IQ of not less than 75. Achievement scores in math, reading, or both, below the 5th grade level. In other words, those who are achieving significantly below grade level despite normal IQ. A mild discrepancy is one whose lowest achievement score is 2-3 grades below expectancy. A severe discrepancy is one whose achievement score is 4-6 years behind expectancy.

a. Primary Learning Problem - Learning Disability

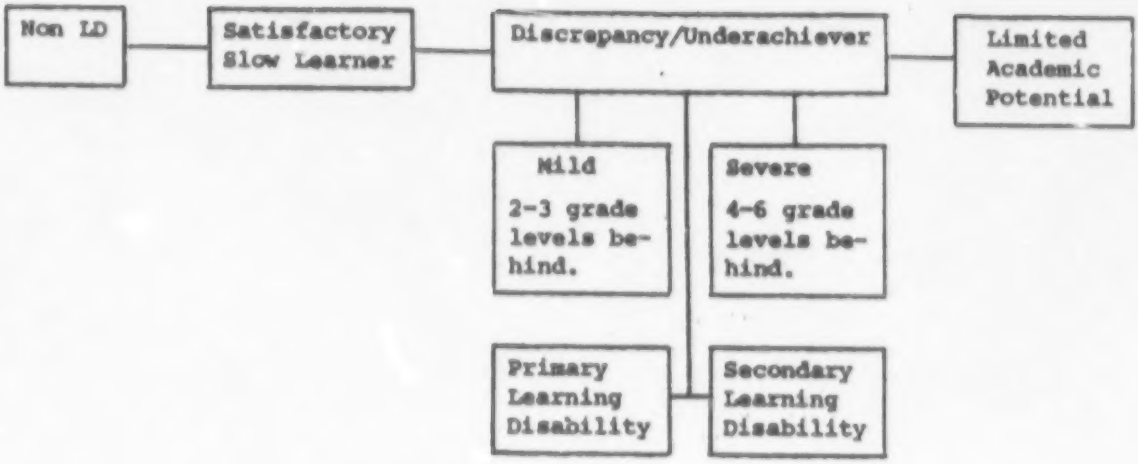
A deficit in the cognitive task of processing information can be identified. This may be in the visual or auditory spheres or in the mental organization of information. Primary problems identifed are cognitive in nature as opposed to emotional as confirmed by current test and historical data.

b. Secondary Learning Problem

Learning discrepancy present, however, cannot be tied to modality deficit. Emotional, behavioral or family problems present which may contribute to learning difficulties. It is impossible to distinguish which factors are overriding. These children are often diagnosed as behaviorally disordered because of chronic behavior problems which interfere with school performance.

3. Limited Academic Potential - Intellectual functioning is low (full scale IQ below 75, neither verbal or performance IQ 85 or above). May be functioning academically at an expected level or have a discrepancy between potential (as judged by IQ) and academic skill level. These students may display process deficits, but are not considered LD because their low intellectual functioning would place them in the mentally retarded range.

Classification of Student



D.1

PROJECT L.E.A.R.N.
St. Louis County Juvenile Court
501 South Brentwood
Clayton, Missouri 63105
314-889-2780

Name: Karen Hayes

Sex: F Date of Birth: 1-3-62

School: St. Charles

Date: June 21, 1978

Grade: 8

Interdisciplinary Team Staffing Report

Present at Staffing: Donna Sawicki, Jude Hays, Dennis Wissler, Sue Ashwell, Frances Stiffelman, Eleanore Kenney

Reason for Referral:

Karen expressed interest in completing a GED, but her reading level is low. The main questions are: Can her reading level be raised through attendance in Project L.E.A.R.N.? Does she have dyslexia or other learning problems that may handicap her in making academic progress? She has been living in a Court group home in St. Louis County since January, 1978.

Review of Prior Information:

Previous Educational Information - Karen refused to attend school regularly and do her school work. When she did go to school, she tended to be the class clown. Karen had difficulty learning to read. Her mother feels the ITA reading method presented a problem in that Karen never made the transition to regular words. Mrs. Moore mentioned that Karen's behavioral problems began in kindergarten, in that she had trouble accepting a teacher telling her what to do.

Previous Social Information - The following information was gathered from Mrs. Jean Moore, Karen's mother, in response to the Developmental History Questionnaire on 6-5-78.

At age 4, Karen fell from the 2nd story porch and had a concussion; she was hospitalized for three days and seemed to have no after effects. Mrs. Moore mentioned that when Karen was little she seemed accident prone (at age 4 fell off porch, age 6 bit by dog, cut by glass) and fell a lot when climbing. Karen was not afraid of anything except for the diving board, said mother.

According to mother, Karen's handwriting is not legible, she reads with a book t o close to her eyes; she prefers to read or watch TV lying down rather than sitting. Karen was an active infant but was uncomfortable with strangers and preferred men over women. She stopped bedwetting at around age 7. She was not able to amuse herself as a youngster, and did frustrate easily at which time she tended to pout. Mrs. Moore felt Karen was overly active, and could not stay with an activity until completion. She would be the aggressor when involved in fights.

Both parent's remarriages seem to be shakey. Karen seems not to have found a niche with either biological parent. DJO Frances Stiffelman, working with Karen in the group home, obtained the medical records from Karen's hospitalization at St. Vincent's in June, 1977. She had a neurological examination including an EEG. The pediatric neurologist, Dr. Jeffrey Modin, indicated "the EEG is mildly abnormal but is not clinically significant..." Psychiatrist's report describes Karen as "rebellious against authority...she presents a tough image and seems to feel no remorse for her behavior...behavior is indicative of a character disorder."

Present Level of Performance:

Behavior During Testing - Karen was an attractive young woman with brown hair and eyes and an athletic build. She seemed nervous at first, but rapport was easily attained. The most apprent observation was Karen's difficulty in verbalizing. She stated her frustration by saying, "I know, but I don't know how to say it," and "Man I know these, but I can't spit them out." Often, she had difficulty understanding the questions and they had to be repeated. Late in the test it was noticed Karen was watching the examiner's lips, especially during Digit Span.

Results:

Intellectual Interpretation - The WISC-R was administered with the following results: VIQ 77, PIQ 100, FSIQ 86. The 23 point discrepancy between the verbal and performance scores was seen as significant. All of the verbal subtests were low with little scatter except for Digit Span (scaled score 11). During DS it was noted that Karen was watching the examiner's lips.

The results of the PIAT were grade equivalent scores of 5.7 in Math, 5.6 in Reading Recognition, 4.8 in Reading Comprehension, and 6.5 in Listening Comprehension (Reading Comprehension read aloud by examiner). It is felt that if the verbal scores on the WISC-R are a true measure of Karen's potential, it would be very difficult for her to achieve these scores on the PIAT.

An IQ score of 66 was recorded on the PPVT. This score is very puzzling in light of the WISC-R. The examiner noted, however, that Karen was so preoccupied with the picture booklet that she did not watch the examiner's lips and had to ask for the repetition of many words. It is hypothesized that this may account for the low score and again her scores on the PIAT make the accuracy of the PPVT doubtful.

In light of the low verbal scores on the WISC-R and PPVT, the observation of probable lipreading, it was felt important to test for the possibility of an auditory problem (Goldman-Fristoe-Woodcock Test of Auditory Discrimination). In the training procedure, given orally by the examiner with the subject again lip-reading, Karen made no errors. When given the quiet subtest, administered with earphones, Karen made a total of 3 errors which placed her in the 7th percentile. Further testing is suggested by this score, since it is impossible, at this point, to determine whether it is a hearing or auditory discrimination difficulty.

Academic Interpretation - Karen is functioning at the 5.4 grade level in Math as measured by the Key Math Diagnostic Test. The Woodcock Reading Mastery Test yielded a 6.2 grade level in Letter Identification, 4.4 in Word Identification and 4.1 in Word Attack. The Myklebust Learning Quotient based on the WISC-R and PIAT are as follows:

Verbal/Reading	.75
Verbal/Math	.78
Performance/Reading	.63
Performance/Math	.66

This LQ is seen as significant based on the discrepancy model.

Pre and Vocational Skills - This summer, Karen is working for the Housing Authority doing clerical work and filing. She may be able to function well in a vocational program if one can be found for her in the future. She has expressed an interest in dog grooming. Information needs to be presented visually as well as verbally to Karen.

Social Adaptation - Karen has had problems adjusting to both of her biological parent s homes. Both remarriages seem to be somewhat unstable. Karen frequently does not seem to comprehend what is said to her, but tries to compensate rather than ask for clarification. Karen has difficulty approaching peers to be her friend, occasionally these situations result in fights. Karen tends to be impuls ive when angered. Her lack of ability to pick up on auditory cues and express herself verbally contribute to her acting out in frustration.

Diagnosis: Primary Learning Disability - Auditory Discrimination Deficit, refer to clinic for additional testing to confirm.

Justification - Karen's lowest scorings are achieved on tests that require verbal input (WISC-R and PPVT). Goldman-Fristoe confirms auditory deficit. Suspected Karen was lipreading, during test administration. History suggests Karen's rebellious behaviors may be related to hearing problems. "She had trouble accepting a teacher telling her what to do...Will not follow rules of group home...Is rebellious against authority."

Not Accepted Into Program:

Educational Recommendations -

Accepted Into Program:

Date services begin 6-26-78 Projected time in program 12 weeks

Regular educational program in which child will be involved -

Prioritized Long-Term Objectives (social, educational, vocational) -

1. Through the use of peer group counseling, Karen needs to become more familiar with the verbal cues that adolescents need to process to function successfully. To the extent that she can't rely on these cues, she needs assistance to compensate with other senses.

2. She also needs practice in verbalizing her own ideas in an organized fashion. The group can serve as an ongoing monitoring factor as to her progress.

3. Consultation with group home staff, as well as Karen's parents, to determine how they can best help Karen compensate for her difficulties in communicating.

Prioritized Long-Term Objectives continued -

4. Increase her overall reading ability; provide practical applications of the basic math skills.

5. Provide instruction and practice in the basic writing skills.

6. Obtain part-time employment.

Follow-up Plan -

1. Refer to Special School District for auditory and language evaluations. Preliminary academic testing indicates a learning disability in possibly both the receptive and expressive channels.

2. Staff jointly with Special School District in order to assess what type of educational and/or vocational planning might be feasible.

PROJECT L.E.A.R.N.

I.E.P.

501 S. Brentwood Blvd.
Clayton, Missouri 63105
(314) 889-2780

Code:
AA – Academic Achievement
SA – Social Adaptation
PVS – Pre-vocational and Vocational Skills
PS – Psychomotor Skills
SHS – Self Help Skills
O – Other

Student's Name Karen Hayes Birth Date 1-3-62
Present Educational Placement Out of school
Chairperson IEP Committee Dennis Wissler Date of Meeting 6-23-78

Conference Committee Members Present:

Name	Role	Name	Role
Dennis Wissler	Teacher	Karen Hayes	Student
Lee Onkeles	Social Worker	Jane Simmons	Group Home Houseparent
Tom Anselm	Vocational Teacher		

Summary of Present Levels of Student's Educational Performance:

AA P.I.A.T. - Math 5.7 Reading Recog. 5.6 Reading Comp. 4.8 Woodcock - L.I. 6.2 W.I. 4.4 W.A. 4.1
Key Math - 5.4

SA Adequate for Age

PVS General clerical work including filing.

PS Adequate for age

SHS Adequate for age

O

Prioritized Annual Goals:

1. To build her reading comprehension skills.
2. To provide practical applications of the basic math skills.
3. To provide instruction and practice in the basic writing skills.
4. To be able to develop the skills needed in finding, getting and keeping a job.
5. To develop an awareness of the world of work and careers available.

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E.1

E.2

Short-Term Objectives (measurable—must correspond in sequence with annual goals):

Student's Name Karen Hayes Birth Date 1-3-62

1. To increase her comprehension skills 3-5 months.
2. To help gain competency in the following math skills: Figuring change; Conceptual use of money as related to wages; Determining fractional parts of a budget; Budgeting money for future purchases; Writing checks and balancing a checkbook.
3. To help gain competency in writing simple sentences and paragraphs using correct grammar, spelling and punctuation.
4. To learn the skills needed to complete a job application fully, neatly and accurately.
5. To become familiar with the 15 Job Occupational Clusters.

*Objective	Services Needed	Special Media/Materials and Equipment Required	Individual Implementers	Dates			Objective Evaluation Criteria
				Begin	End	Review (Mo-Yr)	
1	LD Classroom	Tape Recorder	LD Teacher	6-26-78	10-15-78	8-8-78	PIAT
2	"	Calculator/sample checkbook	"	"	"	"	Survival Skills Test
3	"	None	"	"	"	"	Recent samples compared to originals
4	"	Job Apps/Filmstrips/ AV Materials	"	"	"	"	Pre-Post Testing
5	"	MoView Job Clusters	"	"	"	"	"

*Should correspond with Short-Term Objectives

Recommended Educational Program Placement _____ Percent of Time in Regular Education Program _____

Conference Committee Recommendations:

Math Survival Skills Test

Name : _____

Directions: Find the best answer to each question.

1. Jim's groceries cost $15.78, including tax. He gave the cashier a $20 bill. What change should he get?

   A. $1 $1 $1 $1 — 10¢ 10¢ 1¢ 1¢

   B. $1 $1 $1 $1 — 25¢ 5¢ 1¢ 1¢

   C. $5 — 10¢ 10¢ 1¢ 1¢

   D. $5 — 25¢ 5¢ 1¢ 1¢

2. Jill's game cost $6.35, including tax. She gave the cashier a $10 bill. What change should she get?

   A. $1 $1 — 25¢ 25¢ 10¢ 5¢

   B. $1 $1 $1 — 25¢ 25¢ 10¢ 5¢

   C. $1 $1 $1 — 25¢ 25¢ 25¢

   D. $1 $1 $1 $1 — 25¢ 10¢

3. Gino's shoes cost $8.69, including tax. He gave the cashier a $10 bill. What change should he get?

   A. 25¢ 5¢ 1¢

   B. $1 — 25¢ 5¢ 1¢

   C. $1 — 25¢ 10¢ 5¢ 1¢

   D. $1 $1 — 25¢ 10¢ 5¢ 1¢

4. Rose earned $3.50 last week doing odd jobs. If she earned this amount every week, what would her total income be for 8 weeks?

   A. $11.50
   B. $24.00
   C. $28.00
   D. $28.40

5. Bob earned $2.75 last week taking care of his little sister. If he earned this amount every week, what would his total income be for 5 weeks?

   A. $7.75
   B. $10.35
   C. $13.55
   D. $13.75

6. Sue earned $4.25 last week mowing lawns. If she earned this amount every week, what would her total income be for 6 weeks?

   A. $25.50
   B. $24.50
   C. $24.20
   D. $10.25

7. Paula works 10 hours each week. She earns $2.35 an hour. How much does she earn in a week?

   A. $4.70
   B. $23.50
   C. $94.00
   D. $235.00

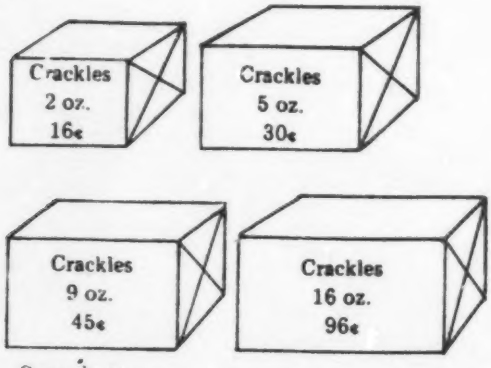
8. Sam earns $2.00 per hour. He works 18 hours per week. How much will he earn in 4 weeks?

   A. $24.00
   B. $36.00
   C. $72.00
   D. $144.00

9. Joe earns $2.50 per hour. He works 20 hours per week. How much does he earn in a year (52 weeks)?

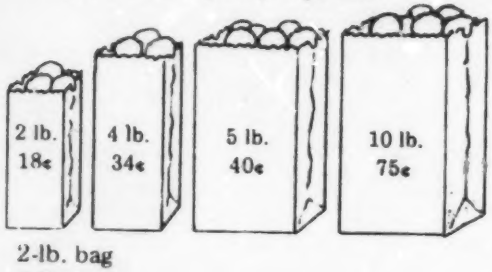
   A. $1040.00
   B. $1300.00
   C. $2600.00
   D. $5000.00

10. Which box of Crackles is the cheapest per ounce?



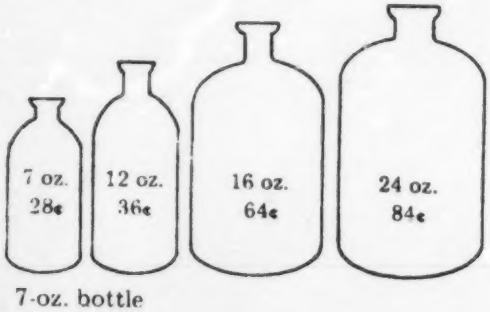
A. 2-oz. box
B. 5-oz. box
C. 9-oz. box
D. 16-oz. box

11. Which bag is the cheapest per pound?



A. 2-lb. bag
B. 4-lb. bag
C. 5-lb. bag
D. 10-lb. bag

12. Which bottle is the cheapest per ounce?



A. 7-oz. bottle
B. 12-oz. bottle
C. 16-oz. bottle
D. 24-oz. bottle

13. The stub from Ann's paycheck is shown below.

Weekly Salary	Deductions	
	FICA	Federal withholding
$140.00	$11.00	$21.00

After deductions, what is her take-home pay?

A. $108.00
B. $119.00
C. $129.00
D. $172.00

14. The stub from Mary's paycheck is shown below.

Weekly Salary	Deductions	
	FICA	Federal withholding
$165.00	$13.00	$25.00

After deductions, what is her take-home pay?

A. $127.00
B. $140.00
C. $152.00
D. $203.00

15. The stub from Lee's paycheck is shown below.

Weekly Salary	Deductions	
	FICA	Federal withholding
$150.50	$12.00	$23.00

After deductions, what is her take-home pay?

A. $35.00
B. $115.50
C. $138.50
D. $185.50

Directions: Use the weekly budget (7 days) to answer questions 16 through 18.

Jeff's weekly allowance is $7.00. Here is his weekly budget.

Food	$\frac{1}{2}$ of my allowance
Bus fare	$\frac{1}{4}$ of my allowance
Entertainment	$\frac{1}{5}$ of my allowance
Savings	$\frac{1}{20}$ of my allowance

16. How much does Jeff plan to spend EACH DAY on food?

A. $.50
B. $1.00
C. $3.50
D. $5.00

17. How much does Jeff plan to spend EACH DAY on bus fare?

A. $.20
B. $.25
C. $1.75
D. $4.00

18. How much does Jeff plan to spend EACH DAY on entertainment?

A. $.20
B. $1.40
C. $2.00
D. $5.00

Directions: Find the best answer to each question.

19. The sales tax on the following items is 5 percent, or $.05 for each dollar spent. What is the total cost?

Super Hardware	
Saw	$5.75
Screwdriver	1.75
Pliers	2.50
	?
Sales tax	+ ?
Total	$?

A. $9.45
B. $10.00
C. $10.05
D. $10.50

20. The sales tax on the following items is 4 percent, or $.04 for each dollar spent. What is the total cost?

Best Clothes	
Belt	$3.50
Tie	4.50
	?
Sales tax	+ ?
Total	$?

A. $7.28
B. $8.04
C. $8.32
D. $11.20

21. The sales tax on the following items is 3 percent, or $.03 for each dollar spent. What is the total cost?

Nice Novelties	
Balloons	$1.00
Costume	4.50
Game	3.50
	?
Sales tax	+ ?
Total	$?

A. $9.72
B. $9.27
C. $9.03
D. $9.00

22. Lisa wants a 10-speed bike that costs $110.00. If she saves her money for 40 weeks, how much will she have to save each week to pay for the bike?

A. $2.30
B. $2.75
C. $4.40
D. $27.50

23. Tom wants a 10-speed bike that costs $126.00. If he saves his money for 30 weeks, how much will he have to save each week to pay for the bike?

A. $3.12
B. $4.02
C. $4.20
D. $42.00

4. Carl wants a record player that costs $115.00. If he saves his money for 25 weeks, how much will he have to save each week to pay for the record player?

A. $4.60
B. $4.20
C. $4.15
D. $4.06

25. Wally makes 50 candles a day, 5 days a week. He is paid $.50 for each candle. How much does he earn in a week?

A. $625.00
B. $125.00
C. $25.00
D. $12.50

26. Mrs. Eagle packs 200 cartons a day, 5 days a week. She is paid $.10 for each carton. How much does she earn in a week?

A. $10.00
B. $20.00
C. $100.00
D. $200.00

27. Jan makes 30 paper flowers a day, 5 days a week. She is paid $.90 for each flower. How much does she earn in a week?

A. $5.40
B. $13.50
C. $135.00
D. $150.00

28. A bowling team had the following scores for one game:

Jean	154
Kathy	121
Anna	135
Kim	146

What was the team's average score for the game?

A. 114
B. 139
C. 146
D. 154

29. A basketball team won the following number of games:

1970	58
1971	64
1972	76
1973	66
1974	61

What was the average number of games per year the team won during these years?

A. 61
B. 63
C. 65
D. 76

30. A fullback gained the following number of yards in several football games:

98 yd.
109 yd.
73 yd.
64 yd.

What was the fullback's average number of yards gained per game?

A. 73 yd.
B. 81 yd.
C. 86 yd.
D. 98 yd.

31. You are going to build a dog's pen with the following materials:

22 feet of fencing at	$.70 per foot
4 posts at	$5.25 each
1 gate at	$13.95

What will be the total cost of the materials?

A. $19.90
B. $36.40
C. $45.50
D. $50.35

32. You are going to make a pantsuit with the following materials?

3 yards of cloth at	$3.25 per yard
2 spools of threat at	$.29 each
2 yards of trim at	$.75 per yard
1 zipper at	$.69

What will be the total cost of the materials?

A. $4.98
B. $11.83
C. $12.52
D. $13.08

33. You are going to build a shelf unit with the following materials:

2 wall standards at $4.45 each
5 shelves at $5.35 each
10 shelf brackets at $1.25 each

What will be the total cost of the materials?

A. $48.15
B. $49.15
C. $69.40
D. $481.15

JAMES C. MORRISON
MARY MORRISON
1765 SHERIDAN DRIVE
ST. LOUIS, MISSOURI 63101

102

00-6789
2345

_____ 19____

PAY TO THE ORDER OF _____ $ _____

_____ DOLLARS

DELUXE National State Bank
Your City, U.S.A. 12345

SAMPLE-VOID
DELUXE CHECK PRINTERS, INC.

MEMO _____

⑆234567890⑆

34. Fill in the blank check with the following information:

A. $10.50
B. James C. Morrison
C. Ten and 50/100
D. March 13, 1978
E. Famous Barr
F. Pair of jeans

PLEASE BE SURE TO DEDUCT ANY PER CHECK CHARGES OR SERVICE CHARGES THAT MAY APPLY TO OUR ACCOUNT

CHECK NO	DATE	CHECKS ISSUED TO OR DESCRIPTION OF DEPOSIT	(-) AMOUNT OF CHECK	√ T	(-) CHECK FEE (IF ANY)	(+) AMOUNT OF DEPOSIT	BALANCE
							146. 80
101	3/13	J.C. Penney	13. 66				A)
102	3/15	Target	24. 85				B)
	3/20					40. 00	C)

35. Fill in the correct balance for A,B, and C.

36. 23¢ rounded to the nearest 10¢ is:

A. 30
B. 20
C. 10

37. $5.25 rounded to the nearest dollar is:

A. $6.00
B. $7.00
C. $5.00

38. If you wanted to buy two items at a store for .39¢ and .51¢ what would be the nearest estimate of what it would cost?

A. .90¢
B. $1.00
C. .80¢

Developed by: Neal Nathanson and
Dennis Wissler

(Parts of this test were taken from SRA Survival Skills in Reading and Mathematics.)

NAME: Karen Hayes

Book: Getting The Facts - Book C
(Specific Skill Series)

G.1

Student: Karen Hayes

PROJECT L.E.A.R.N.

Final Educational Report

I. Description of educational program:

The educational program of Project L.E.A.R.N. consists of two self-contained classrooms with a maximum of four students in each. The students attend class for three hours a day, five days a week for 8-12 weeks. Two of the three hours are spent working on strengths and weaknesses in the academic areas of Reading, Writing and Arithmetic based on the Individual Educational Program (I.E.P.) developed for each student. For the third hour of the day the students receive basic instruction in Career Exploration and Job Readiness Training with an emphasis on how to find, get and keep a job. Generally, the academic curriculum is based on developing the basic skills needed by the students to survive in our present society.

II. Summary of testing information:

	Pre-test			Post-test			
	L.I.	W.I.	W.A.	L.I.	W.I.	W.A.	
Woodcock (Reading)	6.2	4.4	4.1	6.2	4.8	4.4	Grade level
Key Math (Mathematics)	5.4			5.9			Grade level
P.I.A.T.	Recog.	Comp.		Recog.	Comp.		
	5.6	4.8		6.0	5.4		

III. Days attended Project L.E.A.R.N.

52 present/ 8 absent

IV. Summary of academic progress:

A. Academic strengths - According to post-test scores, Karen is functioning near the middle 5th grade level in Reading and the 6th grade level in Math. She has made significant gains in both word recognition (sight vocabulary) and comprehension skills. She was able to keep on task for up to 45 minutes and worked well individually. In Math, Karen also made considerable progress. She improved 4 months according to the Key Math and has learned several survival type skills involving money and time. She was allowed to use a calculator on her assignments and has become quite proficient in its use.

B. Academic weaknesses - Although Karen has made progress in her Reading skills, she is still functioning far below her expected grade level. Continued work in both recognition and comprehension skills is needed. More specifically, she needs to better utilize what is known in a written message to decipher what is unknown.

Karen has demonstrated weakness in simple division and fractional concepts. Applying such operations to practical situations has proven effective. She needs to see the usefulness of certain operations.

C. Job Readiness Program - Karen was successful in learning the skills needed to find, get, and keep a job. She displayed a fair amount of interest in career exploration interest assessment, and accepting responsibility for her own future. She showed some skill in interviewing for employment. Overall, her progress was above average, and consistent with her capacity in this area.

Continued

V. **Behavioral Summary** - During her stay in Project L.E.A.R.N., Karen's behavior has been more than satisfactory. She interacted well with the other students and the staff. She consistently completed her assignments on time and was cooperative when being worked with individually. Whenever she was ill or was going to be late she always called to inform the staff.

VI. **Recommendations** - Due to Karen's low academic skills, her attitude toward regular school and her age, it is recommended that she not be enrolled in her normal high school. Rather, it is recommended that she pursue a program that offers exploration of her abilities and a tightly structured progressive development into a vocational training situation.

JRT Pre/Post Test

Name: _____

Date: _____

SS#: _____

Directions: Circle the letter of the correct answer.

1. Where could you go to find out about job leads?
   A. County library
   B. State Employment Service
   C. Local Union Hall

2. The place on a job application for schools you have attended is called
   A. references
   B. employment history
   C. education

3. If you don't know the addresses of the schools you have attended
   A. lie about the addresses
   B. look them up in the phone book
   C. guess at the address

4. When you interview for a job, make sure
   A. you wear jeans and a clean tee shirt
   B. you bring a friend along with you
   C. you are neat and clean

5. Net pay is
   A. pay after taxes
   B. pay per hour
   C. pay before taxes

6. A résume is
   A. a French word for "work in the yard"
   B. a job application you can get anywhere
   C. an information sheet to help you fill out applications

7. The most important thing to look for in a "help-wanted" ad is
   A. How to contact the employer
   B. How many days vacation
   C. How much is the pay per week

8. Jobs listed in a newspaper are in the
   A. sports section
   B. classified section
   C. front page section

9. When you interview for a job at a job site
   A. Walk in and sit down anywhere you want
   B. Say "hello" and sit down anywhere you want
   C. Wait for the interviewer to ask you to sit down

10. When you have a hassle with a co-worker, you should
    A. fight it out on the spot
    B. ask your boss to straighten it out
    C. quit your job the next day

11. The best way to fill in an application for a job is to
    A. write clearly and neatly
    B. have your NJO or parents do it
    C. print clearly and neatly

12. The best way to find out if a job is open is to
    A. send a letter to the company
    B. hope they call you about the job
    C. call the person offering the job

13. Your best job lead might come from
    A. a neighbor or friend
    B. a bulletin board in a store
    C. the front page of the newspaper

14. You can get a Social Security number
    A. after you are 16 only
    B. anytime
    C. after you reach age 14

15. You could lose your job if you
    A. don't like your boss
    B. show up late day after day
    C. don't sign your job application

Directions: Circle the letter of the correct answer.

T F 1. A bricklayer is an unskilled job.

T F 2. You should always print when filling out a job application.

T F 3. It's okay to write "fired" for "reason for leaving."

T F 4. A Résume is a sheet of paper with information about you.

T F 5. Being late for work is all right as long as the boss doesn't find out.

T F 6. You can use your parents as references on your job application.

T F 7. A person is a skilled worker if he has to work outside.

T F 8. If you have ever been in detention, you have a police record.

T F 9. Most jobs these days need no training.

T F 10. Using the telephone is a good way to find out about job leads.

T F 11. The schools you have gone to are not important to an employer.

T F 12. If you start work at 8:00 a.m. but don't come in until 8:15, you can be fired.

T F 13. You must have a Social Security number before you can get paid on most jobs.

T F 14. Yard work or shoveling snow doesn't count as work experience on a job application.

T F 15. An example of a professional worker is a doctor.

T F 16. If your boss yells at you, you should just quit.

T F 17. A newspaper classified section is a good place to find job leads.

T F 18. Even if you have been picked up by the police, if you're not yet 17, you have not been arrested.

T F 19. You can get fired if you let somebody else punch out your time card.

T F 20. A welder is an unskilled worker.

Application Pre/Post Test

APPLICATION FOR EMPLOYMENT

(Please Print)

Date_____ Job(s) Applied for: _____

Personal

Name_____ Telephone_____
Last First Middle

Address_____
No. Street City State ZIP

Are you over 18 years of age? _____ Social Security Number_____

Education

Last School Attended_____
Name Address

Circle Last Year Completed: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

Special Training/Skills/Licenses:_____

Experience

List your employers, starting with the last one first.

Period Employed	Name and Address	Job	Salary
From: To:			
From: To:			
From: To:			

Health

Do you have any physical condition that may limit your ability to perform the job for which you are applying? ____ If you answered "yes," explain:

_____

References

Do not list relatives or former employers.

Name	Address	Occupation	Years Known

Applicant's Signature_____

Janus Job Interview Kit. Copyright, © 1976, by Janus Book Publishers. All rights reserved.

Mock Interview Procedure

Prior to Interview

1) Arrange for time, room, video tape equipment to be available
2) Arrange for interviewer to be present
3) Notify students two weeks in advance of interview
4) Supply interviewer with sample application and examples of relevant questions
5) Students complete applications to be used for interview
6) Prepare evaluation forms for students and interviewer

Interview Day

1) Conduct video tape interview
2) Replay each interview
3) Each student critiques own performance using evaluation forms
4) Interviewer offers opinion of interview

Entire procedure repeated within two weeks to note improvement.

Making Sure Your Paycheck Is Right

Follow these steps:

1) Check your hours on your time sheet
2) Multiply the hours worked times your rate of pay

   Hours X Rate of Pay = Gross Earnings

3) Subtract your deductions from your Gross Earnings

   Gross Earnings - Federal Income Tax - FICA = Net Pay

4) Make sure your Net Pay is the same as the amount on your check
5) Endorse your check. Sign it on the back
6) Deposit your check using a deposit slip from the back of your checkbook
7) Enter it in your records

Whose Problem is It?

You (Child) Have Problem	_____	Active Listening
I (Parent) Have Problem	_____	Constructive Confrontation
We Have Problem	_____	Mutual Problem Solving

You (child) Have Problem - * "You (the child) has a problem because he is thwarted in satisfying a need. It is not a problem for me (parent) because his (child's) behavior in no tangible way interferes with my (parent) satisfying my own needs."

I(parent) Have Problem - "Child's behavior is a problem to the parent because it is interfering in some way with the parent satisfying his own needs."

We Have A problem - The behavior of both the parents and child interferes with both satisfying their needs concerning the same issue.

Note: The concept of "Whose Problem Is It?" is usually very difficult for the group members to grasp. It is helpful to point out that the person who owns the problem is usually the person who is most angry at the time.

* Parent Effectiveness Training (EDS) - Thomas Gordon, Page 64. Peter H. Wyden, Inc. 1970.

1. Your teenager comes home from school and says, "I am fed up with school and am not going.

2. You dislike that your child wears halter tops/tight jeans/low cut pants to school.

3. You've planned to watch a TV program and child comes in and switches the channel.

4. Your child has a concert ticket and you announce that is the weekend the family is going to Sikeston to visit grandmother.

5. Your child comes home drunk and goes to bed.

6. You come home from weekend trip early to find a party in the house, which is forbidden.

7. You have been after your child to get a job. He finally gets one and quits two days later, complaining he doesn't get paid enough.

8. School principal calls and says your child is suspended until you come up to school. Your child doesn't seem to care.

Note: When children are included in the workshop, group leaders may include situations that directly address teenagers. Example: You are entertaining some friends in your room and a parent continually walks in to ask what you are doing.

Six Steps for Mutual Problem Solving

1. Identify and Define Problem:

   A. Find time to talk that is acceptable to all family members involved in problem.

   B. State as firmly as possible that there is a problem and that it must be solved.

   C. Allow all family members involved to state what they think is the problem. Nobody can contradict anyone else's view of the problem.

2. Generating Possible Solutions:

   A. Each family is urged to think of as many possible solutions to the problem as possible. It is best if they are written down.

   B. No one is allowed to evaluate or comment on any of the suggestions at this time.

   C. This process should continue until it looks as if no more solutions will be offered.

3. Evaluate the Alternatives :

   A. Each person involved gets to exclude solutions that they find totally unacceptable.

   B. There should not be more than two or three solutions left at the end.

   C. If all solutions are rejected it should be firmly stated that the process should be started over until something acceptable is found.

4. Deciding on the Best Solution:

   A. No one solution is always best, but all concerned must agree that one of the remaining solutions is the one that will be attempted.

5. Implement the Decision:

   A. Decide who must do what by what time.

6. Follow-up Evaluation:

   A. A specific time must be set up to evaluate if all members completed their tasks and if the problem was worked out to everyone's satisfaction.

   B. If someone is not pleased with the outcome, minor modifications can be made or the process may need to be repeated until another acceptable solution is found.

Note: It should be emphasized often to the group that this process does not mean that either parents or kids should compromise their basic principles. Ideas such as safety of family members, respect for people and property, etc. are often non-negotiable items. Each family member should decide which principles they value so highly that they would never compromise them. When family members feel that they are forced into negotiating these ideas, they often feel hurt and betrayed and will not put their best effort into solving the problem.

Parent Effectiveness Training (EDS) - Thomas Gordon, Page 64. Peter H. Wyden, Inc. 1970.

Home Assignment

Active Listening	You Have Problem
Constructive Confrontation	I Have Problem
Mutual Problem Solving	We Have Problem

1. Please describe a situation that arose at home where you and another family member had a conflict of ideas.

   _____ disagreement between parent and child

   _____ disagreement between children

   _____ disagreement between family member and someone outside of the family

2. Which of the three categories does it fall into?

   _____ I have problem

   _____ You have problem

   _____ We have problem

3. How did you attempt to resolve it?

   _____ Active listening

   _____ Constructive confrontation

   _____ Mutual problem solving

   _____ Yelling and screaming

4. Would you do anything different if this conflict arose again.

Note: Possible answers to questions 1 and 3 can be left in to assist children with reading problems or excluded to allow for more complete answers.

Parent Communication Workshop Evaluation

At the termination of the parent/adolescent discussion groups we are always interested in evaluation of the program. We appreciate your comments, as they help us to make changes and plan for future groups. Please make at least a brief comment about each of the following items. Thank you.

1. What do you feel you got out of attending this workshop? What was particularly helpful?

2. What do you feel should be emphasized less in future parent/adolescent groups? That is, what would you change with respect to these sessions?

3. We put considerable emphasis on <u>communication</u>. What was said that you felt was particularly relevant to you?

4. What suggestions or comments do you have about the workshop in general (e.g., content covered number of people attending the sessions, length and number of sessions, etc.)?

Job Descriptions

Project Director - This position is filled by a Ph.D. clinical psychologist. The project director assumes major responsibility for planning, coordination, and management of program activities. This position is assigned the task of developing and implementing program objectives, designing the service delivery system, hiring and supervision of staff, coordination of program activities with other court systems, liaison with the community, and preparing administrative reports. Major responsibility for dissemination and replication activity is also assigned to this individual. Approximately 50% of time is allocated to administrative duties, 20% to dissemination and replication activities, 10% to research and evaluation, 10% to serving on the interdisciplinary team, and 10% to coordination with other systems.

Treatment Services Coordinator - This position is filled by an M.S.W. One-half of a court position is allocated to this project. This individual is responsible for overseeing the treatment program that is conducted by the social work staff. Job functions include hiring, supervision, and evaluation of social work staff. This individual also shares administrative responsibility with the project director in areas of dissemination and replication, coordination with other systems, and development of training programs. Approximately 25% of this individual's time is allocated to supervision of social service staff, participation in the interdisciplinary team and coordinating social service functions with other aspects of the program. The remaining 25% of time is directed to the development of training programs, involvement in dissemination and replication activities and liaison with community agencies.

Psychometrist - This position is filled by a B.A. who has had training and experience in administration of psychological and educational tests. Job responsibilities include administration, scoring, and interpretation of the assessment instruments, report writing, participation in the interdisciplinary team, consultation and liaison activity with referring DJO's and some individual counseling. This individual allocates 40% time to test administration and scoring, 30% time to report writing, 10% time to participation in the interdisciplinary team, 15% in consultation and liaison activity with juvenile officers, and 5% in counseling.

Classroom Teachers - Teaching staff possess a graduate degree in education and are certified by the state as specialists in LD. In addition, they have had a minimum of three years experience teaching the LD/Behaviorally Disordered adolescent. Each teacher conducts a self-contained classroom. Teachers are also responsible for administration and scoring of academic testing, development and implementation of the IEP, conducting the IEP conference, participating in the interdisciplinary team, liaison with DJOs and follow-up activity with schools. Teachers spend 50% of time in classroom instruction, 30% of time in diagnostic and planning activities, 15% of time in liaison duties, and 5% of time in dissemination activities.

Vocational Specialist - This position is filled by a M.Ed. in special education who has had two years experience in vocational rehabilitation. Job responsibilities include the development and implementation of the

vocational curriculum, vocational and employment placement of students, student follow-up and evaluation. The vocational specialist allocates 40% time to student instruction, 10% time to curriculum preparation and report writing, 45% time to follow-up and liaison activity, and 5% time to dissemination activity.

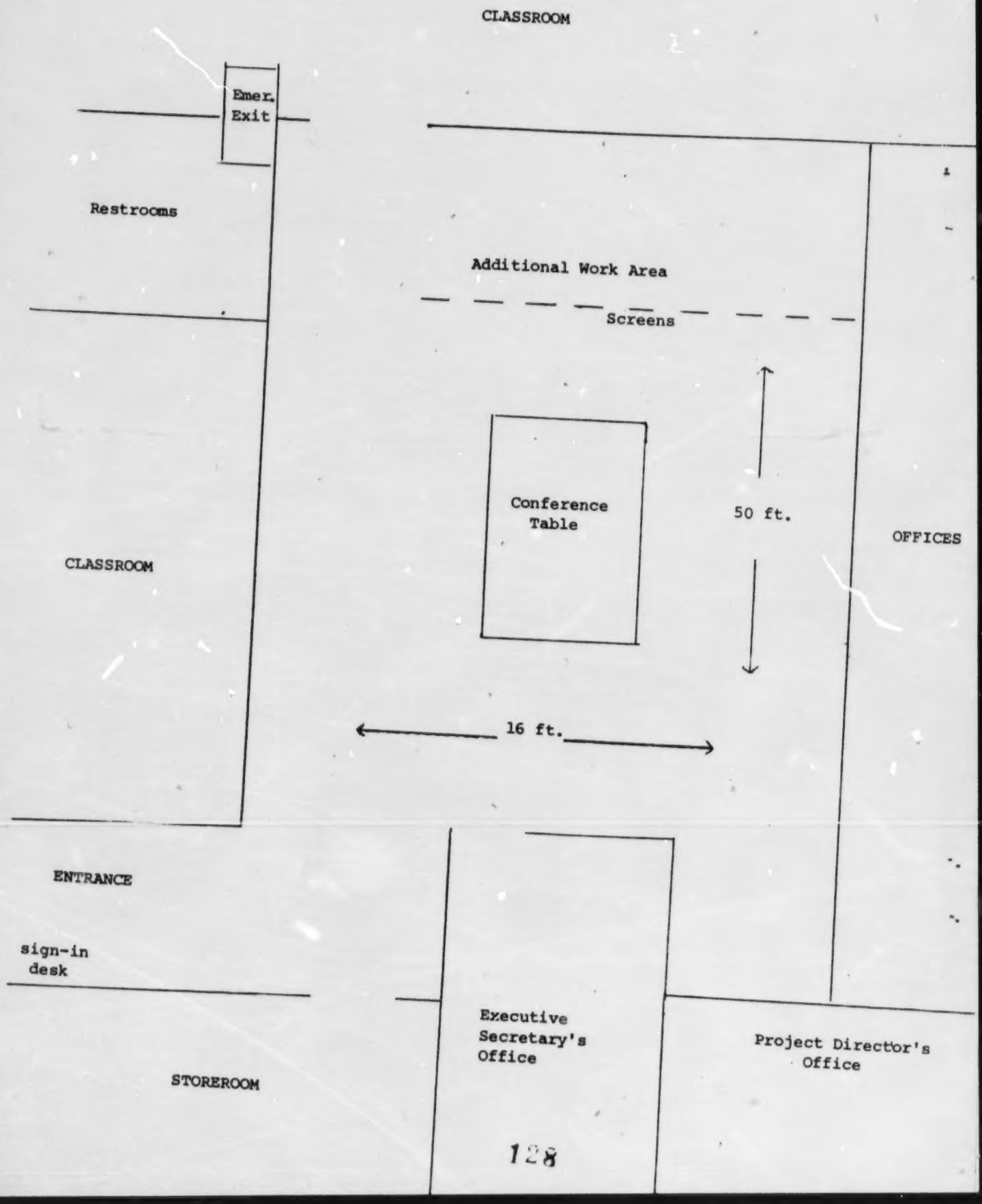
Social Work Staff - There is one full time and one half-time social workers. These positions are filled by master's level social workers who have had a minimum of five years experience in counseling with adolescents, and have also had training in family therapy. The social work staff design and implement the treatment components of the program. Job responsibilites include data collection for assessment and evaluation, group and family counseling, and conducting parent workshops. They also assume some responsibility for dissemination and replication. Social work staff allocate approximately 40% time to providing treatment, 40% to assessment, interdisciplinary team and report writing, 10% of time in dissemination and replication activity, and 10% in consultation and other activities.

Executive Secretary - The executive secretary is responsible for the development of the record keeping system, organization and maintenance of program data, monitoring of program operations, responding to court staff inquiries, and the performance of general secretarial duties. Approximately 60% of time is spent performing clerical duties and 40% in administrative functions.

Research Assistant - This is a volunteer position which is filled by a graduate student in program evaluation. Ten hours per week is spent with the program in collecting and analyzing research data, report writing and special assignments.

R.1

Diagram of Facility



MATERIALS AND RESOURCES

Assessment

Academic

Vocational

THE PSYCHOLOGICAL CORPORATION
7555 Caldwell Avenue
Chicago, Illinois 60648

The Wechsler Intelligence Scale for Children-Revised has been designed and organized as a test of general intelligence, and has been utilized as a valuable clinical tool in the detection of LD. The test yields a Full Scale IQ score and, in addition, provides measures of Verbal and Performance IQs. This dichotomy is a way of identifying two principal intellectual modes. There are twelve subtests. Six of these subtests contribute to the Verbal IQ (Information, Similarities, Comprehension, Arithmetic, Vocabulary, and Digit Span) and six subtests contribute to the Performance IQ (Picture Completion, Picture Arrangement, Block Design, Object Assembly, Coding, and Mazes). Only ten of the WISC-R subtests are considered mandatory in the interest of shortening administration time. However, when the test is used as a diagnostic tool, the additional two subtests of Digit Span and Mazes are valuable in the diagnosis of LD.

The WISC-R should be administered and scored by an examiner who has received formal training in tests and measurements, specifically in the area of intelligence testing. Course work in this area is usually obtained on a graduate level through departments of education or psychology.
(Testing time: 50 to 75 minutes) (6 yrs. to 16-11)

The Wide Range Achievement Test - Level II is rapidly administered and yields a grade score of each of three basic educational skills, i.e., Reading Recognition, Spelling and Computational Arithmetic. It can be used as a simple screening device for deficit skill areas.

Specialized training is not needed for this test. It can be administered by a paraprofessional who becomes familiar with test material.
(Testing time: 20 to 30 minutes) (12 yrs. to adult)

The Revised Visual Retention Test (Benton) is used as a clinical instrument to assess visual perception, visual memory and visuoconstructive abilities. There are three alternative forms and four various administration modes with a well defined scoring method.

Specialized training is not needed for this test. It can be administered by a paraprofessional who becomes familiar with test material.
(Testing time: 5 to 10 minutes) (7 yrs. to adult)

AMERICAN GUIDANCE SERVICE, INC.
Publishers' Building
Circle Pines, Minnesota 55014

The Peabody Picture Vocabulary Test is used as another estimate of verbal intelligence. The test measures receptive vocabulary. Because the PPVT is orally administered and requires only that the subject point to the correct answer, it by-passes expressive language skills that are so heavily emphasized in the WISC-R. This test is given as an additional measure of intelligence to children who are suspected of having an expressive language handicap.

Specialized training is not needed for this test. It can be administered by a paraprofessional who becomes familiar with test material.
(Testing time: 10 to 15 minutes) (2-6 yrs. to 18)

The Peabody Individual Achievement Test (PIAT) is used to provide a wide-range, screening measure of achievement in the areas of mathematics, reading, spelling and general information. These results assist in the selection of the appropriate diagnostic instrument(s) for a particular subject matter, or of the more precise measure at a particular level of achievement. The test covers a wide content area, extending from kindergarten through high school with the items arranged in order of difficulty. This latter feature makes is possible to locate quickly, and administer only, those parts of the test that are within the critical range of difficulty for the subject. It is an untimed test, and was constructed so as to be most sensitive at the lower levels and to decrease gradually in sensitivity with advancing grade levels.

Specialized training is not needed for this test. It can be administered by a paraprofessional who becomes familiar with test material.
(Testing time: 30 to 40 minutes) (Grade equivalent K-12.9)

The Key Math Diagnostic Arithmetic Test is an individually administered test designed to provide a diagnostic assessment of skill in mathematics. The test items are divided into fourteen subtests organized into three major areas: *Content* includes: Numeration, Fractions, Geometry and Symbols; *Operations* includes Addition, Subtraction, Multiplication, Division, Mental Computation, Numerical Reasoning; *Applications* includes Word Problems, Missing Elements, Money, Measurement and Time. The test provides four levels of diagnostic information:

Total Test Performance - general grade placement information.
Area Performance - A general pattern according to the subject's performance in the three mathematic areas.
Subtest Performance - depicts the subject's relative strength and weaknesses in each of the fourteen areas measured.
Item Performance - Focuses on the skill sampled by each item.

Specialized training is not needed for this test. It can be administered by a paraprofessional who becomes familiar with test material.
(Testing time: 30 minutes) (Grade equivalent K-9.5)

The Woodcock Reading Mastery Test - Form A is a battery of five individually administered reading tests. Each of the tests measures a specific basic reading skill: Letter Identification, Word Identification, Word Attack, Word Comprehension and Passage Comprehension. Within each skill area, three reading levels are identified: easy, instructional and frustration. This test is a valuable aid in the diagnosis of reading difficulties and is also utilized in the development of an individual instructional program.

Specialized training is not needed for this test. It can be administered by a paraprofessional who becomes familiar with test material.
(Testing time: 30 to 40 minutes) (Grade equivalent K-12.9)

The Goldman-Fristoe-Woodcock Test of Auditory Discrimination is designed to provide measures of speech-sound discrimination ability. A pre-recorded cassette, picture plates and headphones are utilized in administration. The superiority of this test to other measures of auditory discrimination is

that the stimulus words are recorded which controls examiner variability. The utilization of headphones eliminates extraneous background noises. The test is comprised of three parts. The first is the training procedure to familiarize the subject with the word-picture association. The second part is the quiet subject, which provides a measure of auditory discrimination in the absence of background noise. Third is the noise subtest, which provides a measure of auditory discrimination in the presence of distracting background noise.

Specialized training is not needed for this test. It can be administered by a paraprofessional who becomes familiar with test material.
(Testing time: 15 to 20 minutes) (3yrs.8mos. to adult)

FOLLETT PUBLISHING COMPANY
1010 W. Washington Blvd.
Chicao, Illinois 60607

The Developmental Test of Visual-Motor Integration (BEERY) is a series of 24 geometric forms to be copied with pencil and paper. The forms are arranged in order of increasing difficulty and yields a VMI age equivalent. Since visual-motor behavior is a composite of other behaviors, including visual perception and motor coordination, techniques for determining specific areas of difficulty are provided. The scoring procedures and norms are clearly set. The format is suitable for both group and individual administration.

Specialized training is not needed for this test. It can be administered by a paraprofessional who becomes familiar with test material.
(Testing time: 10 to 15 minutes) (2-10 to 15-11 yrs.)

EDUCATORS PUBLISHING SERVICE, INC.
Cambridge, Massachusetts 02138

The Slingerland Screening Test for Identifying Children with Specific Language Disability - Form D contains ten subtests, nine designed for group administration and one for individual testing only. The tests show relative strengths and weaknesses in perceptual-motor functions (visual, auditory, and kinesthetic) and they reveal deficits that may exist in one or more of these vital areas of receptive and expressive language performance. They serve also to identify areas of maturational lag as well as disabilities.

Specialized training is not needed for this test. It can be administered by a paraprofessional who becomes familiar with test material.
(Testing time: 2 hours)

BOBBS-MERRILL CO., INC.
4300 West 62nd Street
Indianapolis, Indiana 46268

The Detroit Test of Learning Aptitude is comprised of 19 tests measuring 8 specific mental faculties, i.e., Reasoning and Comprehension, Practical Judgement, Verbal Ability, Time and Space Relationships, Number Ability

Auditory Attentive Ability, Visual Attentive Ability, and Motor Ability. The entire series would rarely be given to any subject, but usually from 9 to 13 subtests are recommended. The examiner uses his own judgement and discretion in the selection of which subtests fit the needs of the individual. The tests yield a series of subtest mental ages. Identification and diagnosis of defict process areas are disclosed, enabling the teacher to make direct application of strengths and weaknesses in the learning modes of the classroom situation.

No specialized training is required, however familiarity with the testing materials and knowledge of the learning process for observation of task approach and problem-solving techniques is helpful. (Testing time: Varies with no. of subtests) (3-19 yrs.)

THE DEVEREUX FOUNDATION PRESS
Devon, Pennsylvania 19333

The Devereux Adolescent Behavior Rating Scale (DAB) was designed as a means whereby an individual who has intimate living contact with the youngster can reliably describe and communicate to others the wide range of overt symptomatic behaviors. The Scale is not intended to provide a measure of personality "traits." It provides mainly a profile of 15 problem behavior dimensions, and measures behaviors which, in part or toto, have led parents or other adults to assert that the youngster is having a "problem" that requires professional intervention. The Scale's items are written in non-technical language so that the Scale can be used by a variety of raters in a variety of settings. (13 to 18 yrs.)

V.

Academic

CEBCO
9 Kulick Road
Fairfield, New Jersey 07006

Material	Level
Basic Skills in Shopping	4-6
Basic Skills in Using Money	2-4

EDUCATIONAL SERVICES, INC.
P.O. Box 219
Stevensville, Michigan 49127

Rescue - Vol. I (Handbook for Remedial Reading) Duplicating Masters	2-4
Anchor - Vol. II (Intermediate Language Arts)	6-8

EMC CORPORATION
180 East Sixth
St. Paul, Minnesota 55101

Center Stage, Animals Around Us (Taped)	2-6

GARRARD PUBLISHING COMPANY
1607 North Market
Champaign, Illinois 61820

Dolch Basic Sight Word Tests	1-3
Dolch Popper Words Sets 1 & 2	1-3
Picture Word Cards	1-3
Sight Phrase Cards	1-3

IDEAL SCHOOL SUPPLY
8316 South Birkhoff
Chicago, Illinois 60620

Vowels	2-4
Word Building	2-4
Phonic Drill Cards	1-3
Perception-Geometric Design	2-4
Progressional Number Concepts	2-4
Toy Money	2-6
Tactile-Kinesthetic Clock	2-4
Directionality and Spatiality (Visual Discrimination)	
Sound Blending (Auditory Discrimination)	
Learn to Listen (Auditory Discrimination)	

INCENTIVE PUBLICATIONS
Nashville, Tennessee 37212

Word Recognition	2-4
Work Study Habits	2-4
Comprehension	2-4

INSTRUCTO CORPORATION
Paoli, Pennsylvania 19901

How to Solve Word Problems	3-5
Action Fractions	1-6

KENWORTHY EDUCATIONAL SERVICE
Box 3031
Buffalo, New York 14205

Phonetic Word Drill Cards	1-3

LAURI ENTERPRISES
Phillips-Avon, Maine 04966

Fit-a-Fraction Squares	2-4
Fit-a-Fraction Circle	2-4

Crepe Foam Rubber for "Number Plaques" (Visual Discrimination)
Crepe Foam Rubber "Fit a Square Fit a Circle" (Visual Discrimination)
Crepe Foam Rubber "A to Z Panel" (Visual Discrimination)
Crepe Foam Rubber "Peg-aPattern" (Visual Discrimination)

MILLIKEN
611 Olive Street
St. Louis, Missouri 63101

Arithmetic Exercises	2-4
Money Management	4-6
Basic Buying Skills	4-6
Basic Competency Skills 6	6
Basic Competency Skills 7	7
Basic Competency Skills 8	8
Basic Math Operations 1	1-3
Basic Math Operations 2	3-6
English Exercises	5-6
Spelling Adventures	3
Read and Think	2-5
Learning Phonics	1-4
Starting to Read	1
English Exercises	4
Calendars, Seasons, Holidays	2-4

Visual Closure Word Find (Visual Discrimination)
Visual Closure Activities (Visual Discrimination)
Visual Motor Tracking (Visual Discrimination)
Auditory Classification and Language Sequencing (Auditory Discrimination)

MILTON BRADLEY
Springfield, Massachusetts 01101

Clock Dials	2-4
Toy Money	2-6
Flash Cards	2-6

Parquetry Design Blocks (Visual Discrimination)
Pattern Cards for Parquetry Designs (Visual Discrimination)
Mark on/Wipe off "Perception" (Visual Discrimination)

NATIONAL TEXTBOOK COMPANY
8259 Niles Center Road
Skokie, Illinois 60076

Purpose Puzzles 1-5	2-6

NEW READERS PRESS
Box 131
Syracuse, New York 13210

Practice in Survival Reading -	4.0
Machine Age Riddles	
Signs Around Town	
Label Talk	
Read Instructions First	
To Be Informed -	
Personal Credit	
Buy a Car	5.8
Owning a Car	5.6
Buying a House	5.8
Social Security	5.8
Renting a Place to Live	6.5
News Media	5.3
Taxes	6.3
Banking	5.7
Finding a Job	4.9
Reading For Living Series -	5.9
How to Read Signs	6.4
How to Read Maps	
Instructions on Safety	
How to Read and Write Business Letters	
How to Use Telephones	
How to Use the Dictionary and Other Reference Books	

PRENTICE HALL
Educational Book Division
Englewood Cliffs, New Jersey 07632

Reading Shade Ins	3-6
Be A Better Reader, Part A,B,C	2.5-3.5
Phoenix Reading Series, Level A,B,C	2.5-3.5

READERS DIGEST
Educational Division
Pleasantville, New York 10570

Point 31 - Volume 1 and 2	2.5-4.9

SCHOLASTIC
904 Sylvan
Englewood Cliffs, New Jersey 07632

Action Short Stories	2-4
Double Action Short Stories	3-5
Double Action Unit Book 1,2	3-5
Action Unit Book 1,2,3	2-4
Search Visuals 1-5	2-4
Real Life Reading Skills	2-4

SCIENCE RESEARCH ASSOCIATES
259 East Erie
Chicago, Illinois

Computational Skills Development Kit	1-8

TREND ENTERPRISES
St. Paul, Minnesota 55165

Mix and Match (Telling Time)	2-4
Mix and Match (Money)	2-4
Mix and Match (Number Concepts)	2-4

XEROX EDUCATION PUBLICATIONS
1250 Fairwood Avenue
Columbus, Ohio 43216

Science Reading Stories	2-6
Read and Think	2-6
Know Your World (weekly magazine)	2-4
You and Your World (weekly magazine)	3-5
Map Skills for Today B-D	2-4
Using the Dik-sha-nehr-ee A-C	1-4
Reading All Around You	1-3
Tables and Graph Skills A-C	1-4

IX.

Vocational

Published Materials — **Level**

CAREER ASSESSMENT INVENTORY — 2-5
National Computer Systems
4401 West 16th Street
Minneapolis, Minnesota 55434

Vocational interest survey, administered in multiple choice manner, yielding correlations of student's vocational interest with interests of persons performing the various jobs. No specialized training to administer - instructions in manual. Available in cassette tape mode of presentation.

JANUS PUBLICATIONS — 2.6 3.0
3541 Investment Boulevard
Suite 5
Hayward, California 94545

My Job Application File
Janus Job Planner
Janus Interview Guide
Don't Get Fired
Using the Want Ads
Job Interview Kit

A series of explanatory and work sheet exercises dealing with the techniques and methods of seeking, obtaining, and retaining employment. Teacher's guides provided.

NEW READERS PRESS — 5.0-7.0
Box 131
Syracuse, New York 13210

The World of Work
Be Informed on Finding a Job
How to Read Newspapers
Be Informed on Banking
Out of Work
Occupations 1
Occupations 2
Finding a Job

Career awareness and job seeking guides. Specific money management and job retention techniques. Teacher's guides provided.

MISSOURI STATE EMPLOYMENT SERVICE
Jefferson City, Missouri 65101

How To Get and Hold the Right Job

THE PRESIDENT"S COMMITTEE ON EMPLOYMENT OF THE HANDICAPPED
Washington, D.C. 20210

Preparing for Work
How To Get a Job

STUDIES FOR URBAN MAN, INC.
Tempe, Arizona

Vocational Exploration Group

Audio-Visual Sources and Materials

JOB SURVIVAL SKILLS (JSS)
Singer Education Division
Society for Visual Education
1345 Diversey Parkway
Chicago, Illinois 60614

JSS is a self-contained educational package including fourteen filmstrips and audio tapes, participant workbooks, visual aides and a board game. The package is designed to foster group interaction concerning career choice, communication skills, getting along with your supervisor or fellow workers, personal appearance, applications, resumes, interviews and other related topics. Filmstrips can be used on a self-instructional basis if your agency has the necessary hardware.

1 Introduction
6 You and Your Supervisor
7 You and Your Co-Workers
9 Job Seeking Skills
#10 Personal Appearance
#11 Resume
#12 Application
#13 Interview

GUIDANCE ASSOCIATES (GA)
757 Third Avenue
New York, New York 10017

GA has a large selection of audio-visual material including a vareity of films and filmstrip/tape packages and curriculum guides. They are age appropriate and concerned with many components of careers, career choice, etc.

Job Attitudes: Liking Your Job and Your Life
(Ironworker - 9')
Job Attitudes: Trouble at Work (20')
The Paycheck Puzzle (20')

EDUCATIONAL DESIGNS, INC.
47 West 37th Street
New York, New York 10011

First Jobs is a multimedia program consisting of color-sound filmstrips and spirit master Activity Sheets that is designed to familiarize students with the procedures and prerequisites for getting - and keeping - a beginning or an entry-level job.

First Jobs: Filmstrips and cassette program